

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	November 9, 2020	April 29, 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)

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, 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 \$142,263. This amount include unrestricted, LCFF, and Title I funds. In order to fully fund our priorities we will need to supplement our budget with \$59,075. 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 2020-2021 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 38% of our student population and 8.0% of our population are English Learners. Our school population comprises of 40% Hispanic, 9% Asian, 12% African American, and 34% 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 the library coordinator.

There have been several major programs implemented in collaboration with the parent community, such as the Flintridge Prep tutorial programs, 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, last year we will offer in conjunction with our PTA, 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 during the school day.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.34%	0.36%	0.4%	2	2	2
African American	11.26%	12.09%	11.94%	67	67	59
Asian	3.87%	3.25%	4.86%	23	18	24
Filipino	3.19%	3.25%	2.83%	19	18	14
Hispanic/Latino	40.84%	41.88%	42.51%	243	232	210
Pacific Islander	0.17%	0.18%	0.2%	1	1	1
White	33.45%	31.41%	29.55%	199	174	146
Multiple/No Response	0.50%	0.9%	6.48%	3	5	6
Total Enrollment				595	554	494

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	104	90	78
Grade 1	96	99	87
Grade 2	94	93	83
Grade3	97	83	91
Grade 4	104	88	83
Grade 5	100	101	72
Total Enrollment	595	554	494

Conclusions based on this data:

1. The 3 years of enrollment show that enrollment has fluctuated, but overall has declined. This is consistent with declining enrollment district wide.
2. Our Asian population has decreased the most. REVISE Data shows increase
3. Our African American population as also decreased. This is a Pasadena city trend.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	42	43	42	7.1%	7.8%	8.5%
Fluent English Proficient (FEP)	42	35	33	7.1%	6.3%	6.7%
Reclassified Fluent English Proficient (RFEP)	10	3	1	22.7%	7.1%	2.3%

Conclusions based on this data:

1. Our EL enrollment is a small percentage of our student population.
2. Our EL enrollment has remained consistent over the reporting period.
3. Our EL reclassification dropped 3.3% in 2017-2018.

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 75% of students are achieving at nearly met standard or above. Overall 25% of students are achieving below standard in ELA.
2. Based on 17-18 data 24% of students are below standard in reading. Based on 17-18 data 27% of students are below standard in writing.
3. Based on 17-18 data 15% of students are below standard in listening. Based on 17-18 data 23% 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									
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	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

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	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		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	*	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		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	*	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.

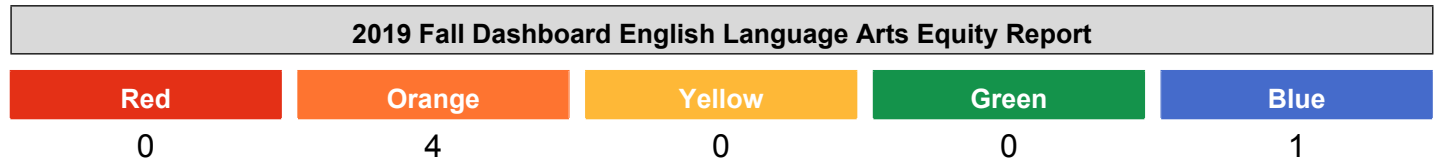
School and Student Performance Data

Academic Performance English Language Arts







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











This section provides number of student groups in each color.



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

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

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

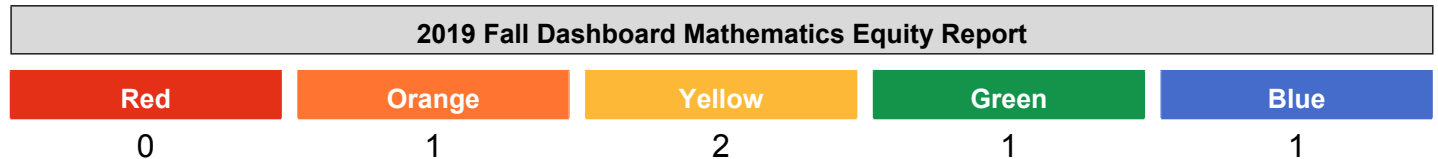
School and Student Performance Data

Academic Performance Mathematics







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

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

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

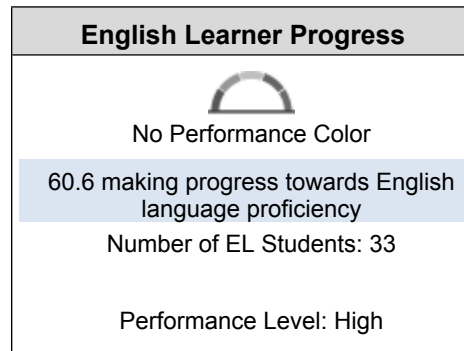
1. The school scored an overall Green. We are 6 points below the standard in Math. This is an improvement of 7.3 points.
2. Our African American students, and the EL group scored in the Orange area. Student with disabilities, low SES, Hispanics and White students all showed increases. Continue to work 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



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.

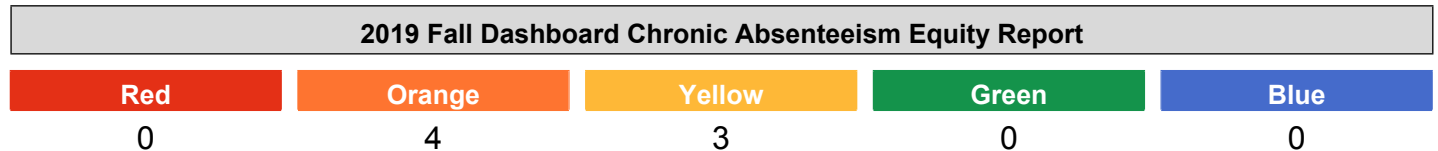
School and Student Performance Data

Academic Engagement Chronic Absenteeism







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

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

Conclusions based on this data:

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

School and Student Performance Data

Academic Engagement Graduation Rate

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.

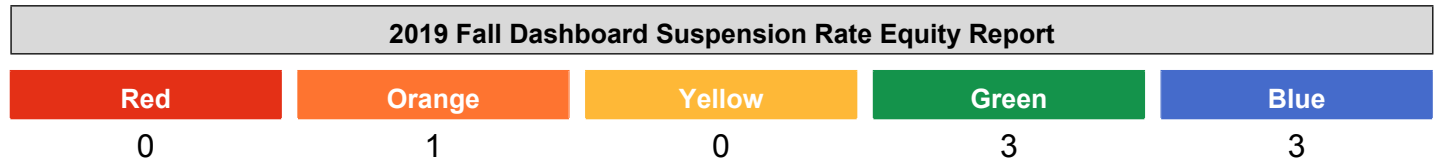
School and Student Performance Data

Conditions & Climate Suspension Rate







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











This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

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

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	1.1	1.1

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

ELA -0.5 is the target

Site Reading Comprehension Data

Increase percentage of students reading at grade level as measured by the IRI assessments.

Kinder--64% of students were reading at grade level on IRI MOY Data.

By May 2019 85% of Kinder students will be reading at grade level as measured by IRI EOY Data

First Grade--44% of students were reading at grade level on IRI BOY.

First Grade--70% of students are reading at grade level based on IRI Data MOY.

By May 2019 90% of First Grade students will be reading at grade level as measured by IRI EOY Data

Second Grade--73% of students were reading at grade level on IRI BOY

Second Grade--80% of students were reading at grade level on IRI MOY

By May 2019 90% of Second Grade students will be reading at grade level as measured by IRI EOY Data

Third Grade--57% of students were reading at grade level on IRI BOY

Third Grade--70% of students were reading at grade level on IRI MOY

By May 2019 90% of Third Grade students will be reading at grade level as measured by IRI EOY Data

Fourth Grade--62% of students were reading at grade level on IRI BOY

Fourth Grade--71% of students were reading at grade level on IRI MOY

By May 2019 90% of Fourth Grade students will be reading at grade level as measured by IRI EOY Data

Fifth Grade--54% of students were reading at grade level on IRI BOY

Fifth Grade--61% of students were reading at grade level on IRI MOY

By May 2019 90% of Fifth Grade students will be reading at grade level as measured by IRI EOY Data

Identified Need

To close the achievement gap we need daily focused instruction in reading with mini-lessons and opportunities for differentiated instruction. A coaching model will support professional development and collaboration to align instructional practices for Balanced Literacy. To serve our students with special needs we need to mainstream them into the general education population and develop a Learning Center model for Resource Specialist support for all students. The instructional coach will provide support and professional development in the areas of designated and integrated ELD instruction using ELD Standards. The coach will model lessons, co-teach and observe instruction as part of coaching and creating a culture of collaboration. We need release time for teachers to meet with the principal, instructional coach and grade level team 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. We need release time for teachers to participate in Learning Walks with the principal, instructional coach, and other teachers. We need more focused instruction and PD in Writers Workshop using the Writing Units of Study.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
IRI Data	Kinder--64% of students were reading at grade level on IRI MOY Data. 2019	Kinder--75% of students reading at grade level on IRI MOY Data. 2020
IRI Data	First Grade--70% of students are reading at grade level based on IRI Data MOY. 2019	First Grade--80% of students are at grade level based on IRI Data MOY. 2020
IRI Data	Second Grade--80% of students were reading at grade level on IRI MOY 2019	Second Grade--85% of students reading at grade level on IRI MOY 2020
IRI Data	Third Grade--70% of students were reading at grade level on IRI MOY 2019	Third Grade--80% of students reading at grade level on IRI MOY 2020
IRI Data	Fourth Grade--71% of students were reading at grade level on IRI MOY 2019	Fourth Grade--80% of students reading at grade level on IRI MOY 2020
IRI Data	Fifth Grade--61% of students were reading at grade level on IRI MOY 2019	Fifth Grade--70% of students reading at grade level on IRI MOY 2020
SBAC Dashboard Data (English Language Arts)	School SBAC data indicate students are 10.3 which is the green. Each sub group is currently in the orange band.	By the end of the 2019-2020 school year, we will increase the distance from standard (DFS) for students in English Language Arts, as measured by the CA Dashboard ELA Data by 5.0 points, from 10.3 to 15.3. Each subgroup will improve one band from orange to yellow.

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/LPSBG Students/Students with Disabilities/English Learners/Hispanic/African American, and students identified as Low Socio Economic Status (SES).

Instructional strategies for improving reading comprehension:

Strategy/Activity

Grade level teachers to implement the standards aligned units.

Students with disabilities mainstreamed into Gen Ed courses per IEP.

PD Plan to provide for regular collaboration between ELA Team and District Coaches during "A" Meetings.

100% Instructional Coach to support ELA instruction.

Staff Book Study this year will be Teach Like a Champion, by Doug Lemov and will focus on choosing 7-8 school wide strategies to support our school wide literacy goal. Grade level teams will use the strategies with fidelity and assess their effectiveness.

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

Implement Differentiated Guided Reading groups/Strategy Groups

Use IRI Data to identify students in Tier 2 and Tier 3 for intervention

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

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.

Intervention Teacher will work with Instructional Coach and students individually and in small groups and meet with Administration and Instructional Coach

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

PD time to analyze EL data with teachers and coach

Teachers attended professional develop at the No Excuses University which is intended to have a positive effect on academics as well as social/emotional learning.

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

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	General Fund
8500	Title I
6000	Annual Fund
10000	Title I Part A: Disadvantaged Students
15000	LCFF - Base
17000	Annual Fund

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students/LPSBG Students/Students with Disabilities/English Learners/Hispanic/African American, and students identified as Low Socio Economic Status (SES).

Instructional strategies for improving writing skills:

Strategy/Activity

There will be shift to increase writing proficiency through the Writer's Workshop model, which will be supported by A Monday 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 implemenation.

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.

Emphasis on the planning of written assignments before drafting will be implemented (i.e Thinking Maps, Peer Review and editing, Writer's Workshop). Use Writing Units of Study as the main resource for writing

Proposed Expenditures for this Strategy/Activity

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

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

Students to be Served by this Strategy/Activity

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

All Students/LPSBG Students/Students with Disabilities/English Learners/Hispanic/African American, and students identified as Low Socio Economic Status (SES).

Professional Development activities and resources needed

Strategy/Activity

Survey teachers as to their interests & needs for professional development opportunities, and develop a schedule for support.

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

Use SBAC aligned Guiding Questions and Challenges to introduce tasks and as basis for assessment.

Teachers will model writing strategies.

Use of clear rubrics to assess writing assignments.

Provide training for teachers during A Monday and one pupil free day.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

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 school wide, to include differentiated strategies to meet the needs of students.

Grade level teams to review SBAC data (EADMS) to identify areas of strength and areas for growth

50% Instruction Coach was provided by the district. Annual Fund funded a 50% coach, however the coach did not start until the middle of the school year. Have two coaches being split between sites contribute to a lack of continuity in site support for teachers.

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

II. Provide 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, however for 50% of the school year the instructional coach was at the shared site and not available to support PD at Don Benito.

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.

III. Students will demonstrate proficient use of textual evidence in their reading, writing & oral responses.

Balanced Literacy was implemented including the Daily 5.

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.

Our 50% coach did not start until mid year, which impeded our ability to begin identifying Tier 2 and Tier 3 students for interventions.

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 prompts, and writing rubrics.

2. Teachers will continue to model writing strategies.- Giving students the opportunities to write and experience the writing process.

3. Implement school wide strategies based on staff Book Club, Teach Like a Champion, by Doug Lemov.
4. Teachers will create class goals and goal charts will be visible in classrooms;
5. 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

Math -25 is target . This is a move from low (orange) to medium (yellow).

By the end of the 2019-2020 school year, we will decrease the distance from standard (DFS) for students in Mathematics, as measured by the CA Dashboard Mathematics Data by 14.2 points, from -14.2 to 0.

By the end of the 2019-2020 school year, we will decrease the distance from standard for African American students in Mathematics, as measured by the CA Dashboard Mathematics Data by 32.1 points, from -57.1 to -.25.

By the end of the 2019-2020 school year, we will decrease the distance from standard for English Learners in Mathematics, as measured by the CA Dashboard Mathematics Data by 36.9 points, from -61.9 to -.25.

By the end of the 2019-2020 school year, we will decrease the distance from standard for Hispanic students in Mathematics, as measured by the CA Dashboard Mathematics Data by 15. points, from -31.4 to -16.4.

By the end of the 2019-2020 school year, we will decrease the distance from standard for Socioeconomically Disadvantaged students in Mathematics, as measured by the CA Dashboard Mathematics Data by 26.4points, from -51.4 to -25.

By the end of the 2019-2020 school year, we will decrease the distance from standard for Students with Disabilities in Mathematics, as measured by the CA Dashboard Mathematics Data by 47.2 points, from -72.2 to -25.

I Ready School Wide Goals

Increase percentage of students working at grade level as measured by the I-Ready diagnostic, Assessment 2, and Assessment 3.

Kinder--17% of students were performing at grade level on diagnostic #1

Kinder--36% of students are performing at grade level on diagnostic #2

By May 2019 56% of Kinder students will be performing at grade level on diagnostic #3

First grade--22% of students were performing at grade level on diagnostic #1

First grade--47% of students are performing at grade level on diagnostic #2

By May 2019 67% of First grade students will be performing at grade level on diagnostic #3

Second grade--15% of students were performing at grade level on diagnostic #1
 Second grade--43% of students are performing at grade level on diagnostic #2
 By May 2019 63% of Second grade students will be performing at grade level on diagnostic #3

Third grade--30% of students were performing at grade level on diagnostic #1
 Third grade--43% of students are performing at grade level on diagnostic #2
 By May 2019 63% of Third grade students will be performing at grade level on diagnostic #3

Fourth Grade--19% of students were performing at grade level on diagnostic #1
 Fourth Grade--44% of students are performing at grade level on diagnostic #2
 By May 2019 64% of Fourth Grade students will be performing at grade level on diagnostic #3

Fifth Grade--40% of students were performing at grade level on diagnostic #1
 Fifth Grade--52% of students are performing at grade level on diagnostic #2
 By May 2019 72% of Fifth Grade students will be performing at grade level on diagnostic #3

Identified Need

To close the achievement gap we need focused professional development in data analysis and differentiated small group instruction. We need to work with our instructional coach to create a master schedule that will provide more time on task for students in Balanced Literacy and Ready Math. To serve our students with special needs we need to mainstream them into the general education population and develop a Learning Center model for Resource Specialist support for all students. We need our instructional coach to provide support for our teachers to support in EL instruction and in implementing the EL Standards. 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. We need release time for teachers to participate in Learning Walks with the principal, instructional coach, and other teachers.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I Ready data	Kinder--36% of students are performing at grade level on diagnostic #2--2019	Kinder--46% of students performing at grade level on diagnostic #2--2020
I Ready data	First grade--47% of students are performing at grade level on diagnostic #2--2019	First grade--57% of students performing at grade level on diagnostic #2--2020
I Ready data	Second grade--43% of students are performing at grade level on diagnostic #2--2019	Second grade--53% of students performing at grade level on diagnostic #2--2020
I Ready data	Third grade--43% of students are performing at grade level on diagnostic #2--2019	Third grade--53% of students performing at grade level on diagnostic #2--2020

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
I Ready data	Fourth Grade--44% of students are performing at grade level on diagnostic #2--2019	Fourth Grade--54% of students performing at grade level on diagnostic #2--2020
I Ready data	Fifth Grade--52% of students are performing at grade level on diagnostic #2--2019	Fifth Grade--62% of students performing at grade level on diagnostic #2--2020
Ready Math Standards Mastery	Monthly Standards Mastery review of data to determine student learning needs. There is no Baseline as 2019-2020 will be first year of implementation.	The expected outcome is that 100% of students will show growth during the school year.
SBAC Dashboard Data (Mathematics)	School SBAC data indicate students are -14.2 points, which is in the Yellow range.	By the end of the 2019-2020 school year, we will decrease the distance from standard (DFS) for students in Mathematics, as measured by the CA Dashboard Mathematics Data by 14.2 points, from -14.2 to 0. This would move us into the green.

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/LPSBG Students/Students with Disabilities/English Learners/Hispanic/African American, and students identified as Low Socio Economic Status (SES).

- -Strategies for improving students' understanding of mathematical concepts and

procedures:

Strategy/Activity

Grade Level teams to review SBAC data (EADMS) with an emphasis on mathematical concepts.

Math Teachers to implement standards aligned units.

Students with disabilities to be mainstreamed into GenEd courses per IEP

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.

Mini-lessons that include modeling, explicit strategies and anchor charts.

Data chats following BOY and MID year diagnostics.

Data chats will be in collaboration with the teacher, instructional coach, and the principal 2 times a year.

i-Ready 2nd diagnostic analysis. Compare BOY and MID-Year diagnostic results

Utilize Ready Curriculum and I Ready for independent at their level work

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.

Work with the Instructional Coach to use I Ready data system to develop a data tracking system for each student to identify at risk, Tier 2 and Tier 3 students.

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.

Implement Standards Mastery assessments monthly to guide instruction and provide progress monitoring for standards mastery. Provide interventions for students who are not making standards.

Intervention Teacher will work with students individually and in small group and meet with Administration and Instructional Coach

Differentiated small group instruction provided by Intervention teacher.

Intervention teacher will work with Instructional Coach to identify students who are not meeting Math standards.

Staff Book Study this year will be Teach Like a Champion, by Doug Lemov and will focus on choosing 7-8 school wide strategies to support our school wide literacy goal.

Teachers attended professional develop at the No Excuses University which is intended to have a positive effect on academics as well as social/emotional learning.

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

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.	General Fund
8500	Title I

6000.	Annual Fund
1800	Title I Part A: Disadvantaged Students
7150	Title I Part A: Disadvantaged Students
1110	Title III Part A: Language Instruction for LEP Students
2000	LCFF - Base
6000	LCFF - Base

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students/LPSBG Students/Students with Disabilities/English Learners/Hispanic/African American, and students identified as Low Socio Economic Status (SES).

- Strategies for improving students' ability to support mathematical conclusions:

Strategy/Activity

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

Provide professional in Ready, I Ready, and Daily 3 workshop model.
Mini-lessons that include modeling, explicit strategies and anchor charts.

Data chats following BOY and MID year diagnostics.

Data chats will be in collaboration with the teacher, instructional coach, and the principal 2 times a year.

i-Ready 2nd diagnostic analysis. Compare BOY and MID-Year diagnostic results
Utilize Ready Curriculum and I Ready for independent at their level work

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.

Work with the Instructional Coach to use I Ready data system to develop a data tracking system for each student to identify at risk, Tier 2 and Tier 3 students.

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.

Implement Standards Mastery assessments monthly to guide instruction and provide progress monitoring for standards mastery. Provide interventions for students who are not making standards.

Intervention Teacher will work with students individually and in small group and meet with Administration and Instructional Coach

Differentiated small group instruction provided by Intervention teacher.

Intervention teacher will work with Instructional Coach to identify students who are not meeting Math standards.

Staff Book Study this year will be Teach Like a Champion, by Doug Lemov and will focus on choosing 7-8 school wide strategies to support our school wide literacy goal.

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students/LPSBG Students/Students with Disabilities/English Learners/Hispanic/African American, and students identified as Low Socio Economic Status (SES).

- -Professional development and teacher collaboration activities:

Strategy/Activity

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

Provide professional in Ready, I Ready, and Daily 3 workshop model.
Mini-lessons that include modeling, explicit strategies and anchor charts.

Data chats following BOY and MID year diagnostics.

Data chats will be in collaboration with the teacher, instructional coach, and the principal 2 times a year.

i-Ready 2nd diagnostic analysis. Compare BOY and MID-Year diagnostic results
Utilize Ready Curriculum and I Ready for independent at their level work

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.

Work with the Instructional Coach to use I Ready data system to develop a data tracking system for each student to identify at risk, Tier 2 and Tier 3 students.

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.

Implement Standards Mastery assessments monthly to guide instruction and provide progress monitoring for standards mastery. Provide interventions for students who are not making standards.

Intervention Teacher will work with students individually and in small group and meet with Administration and Instructional Coach

Differentiated small group instruction provided by Intervention teacher.

Intervention teacher will work with Instructional Coach to identify students who are not meeting Math standards.

Staff Book Study this year will be Teach Like a Champion, by Doug Lemov and will focus on choosing 7-8 school wide strategies to support our school wide literacy goal.

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: 2019-20

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 with disabilities and ELS.

- -Math team reviewed SBAC data (EADMS) with an emphasis on the communication standard.
- -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 did not provide for regular collaboration between Math Team and District Coaches during "A" Meetings.
- -Students were provided with materials and use of standards aligned materials.

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.
- -Students worked with a variety of prompts that promote higher level thinking skills.

- -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.

Having a 100% Instructional coach will facilitate our need for additional professional development and instructional support.

Summer PD in Ready and I Ready Math will support teacher implementation of Ready and I Ready Math.

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 goal charts will be visible in classrooms;
 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;
 5. Devote one day weekly to use of workshop model;
 6. Implement eight standards of mathematical practice, emphasizing one practice each month
- The math goal for 2018-2019 was "100% of students will demonstrate an increase in their SBAC Math scores."

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

Smart Goal(s)--Chronic Absenteeism target is 4.9%

By the end of the 2019-20 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by 1%, from 5.9% to 4.9%.

By the end of the 2019-20 school year, we will decrease significantly chronic absenteeism for African American students, as measured by the CA Dashboard Chronic Absenteeism Rate by 4.2%, from 14.5% to 10.3%.

By the end of the 2019-20 school year, we will decrease significantly chronic absenteeism for Hispanic students, as measured by CA Dashboard Absenteeism Rate by 1.5%, from 6.5% to 5.0%.

By the end of the 2019-20 school year, we will decrease chronic absenteeism for all students, as measured by the CA Dashboard Chronic Absenteeism Rate by 1%, from 5.9% to 4.9%.

By the end of the 2019-20 school year, we will decrease significantly chronic absenteeism for African American students, as measured by the CA Dashboard Chronic Absenteeism Rate by 4.2%, from 14.5% to 10.3%.

By the end of the 2019-20 school year, we will decrease significantly chronic absenteeism for Hispanic students, as measured by CA Dashboard Absenteeism Rate by 1.5%, from 6.5% to 5.0%.

Identified Need

Increased preparedness for emergency lock down situations (i.e. active shooter, unsafe conditions, etc.)

Expanded communication during emergency situations

Increased consistency with regards to procedures for student accounting and visitors on campus.

Increased supports for students who are chronically absent

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%	Increase average daily attendance rate by 1 percentage points school wide and by 10 percentage points for academically at-risk

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Month 6: 94.97% Month 7: 94.36%	students until 97% or better is achieved.
Chronic Absenteeism Rate	5.9% Overall	Decrease % of students school wide who are absent 10% or more of enrolled days to 3% overall and to 6% for students with disabilities.
Suspension Rate	1.7% Overall, 6.6% for Students with Disabilities	Maintain suspension rate below 2% overall and 5% for Students with Disabilities
Expulsion Rate	0.0% Overall	Maintain expulsion rate of 0.0%.
California Healthy Kids Survey	NA	Increase % of students scoring high on school connectedness (measured by CHKS) by 15% over three years

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:

Monitor Independent Study assignment completion.

Schedule monthly SART meetings to review data.

Increase number of conferences for students/parents identified by A2A system.

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 CWAS 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)

8500.

Title I

21259

General Fund

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)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

- -Strategies for increased preparedness for emergency situations

Strategy/Activity

Maintain comprehensive support team for campus supervision

Provide active shooter training for teachers and staff

Implement multiple means of communication during emergency situations.

Provide radios to enhance communication during emergency situations

Increase communication through Staff Contact Information, Text Messaging System, Access to Intercom in every classroom, Functioning Intercom

Enhance Visitors Badges for identification, Increase Signage and Parent Reminders

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)

Strategy/Activity 4

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

Annual Review

SPSA Year Reviewed: 2019-20

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. Increase effectiveness of our emergency procedures.

Monthly drills were scheduled to practice the use of our fire alarm, radios & P.A. system.
Teacher/Staff list of cell phone remains a work in progress.

II. Expand social and emotional curriculum through a variety of programs and activities.

Second Steps curriculum was implemented as part of each week's Advisory Lesson.
School wide Kindness Challenge was implemented as part of Advisory
AAPC Inventors Showcase
Character Counts
Monday morning assembly
College begins in Kinder--Classroom colleges and chants

III. Provide consistent Safety/Emergency Supplies throughout the campus.

Permanent Pick-Up & Drop-Off signage for Parking Lot has not yet been purchased.
Consistent set of emergency supplies to be stored in each of the teacher workrooms has not yet been established
Emergency Bin inventoried as part of Great California Shakeout

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

We made progress towards increasing the effectiveness of our emergency procedures.
We did make the desired progress towards expanding our social and emotional curriculum.....Character Counts
We made some progress towards providing consistent Safety/Emergency Supplies throughout the radios for duty teachers and during PE

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

We will be working with parent groups and other stakeholders to consider increasing security on campus. One topic is closing gates that surround the campus and working with facilities to consider changing gates on the lower playground to gates that push out.
Implement an ID system for guest check in check out
Active Shooter scenario remains the focus of our emergency preparedness
Funding needs to be increased in order to purchase the necessary emergency supplies

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

Smart Goal(s)--Suspension Rate target is 0.5%

By the end of the 2019-20 school year, we will decrease suspensions for all students, as measured by the CA Dashboard Suspensions Rate by .6%, from 1.1% to .5%.

By the end of the 2019-20 school year, we will decrease suspensions for Students with disabilities, as measured by the CA Dashboard Suspensions Rate from 4.3% suspended at least once to 0% suspended. Increased last year .3%

By the end of the 2019-20 school year, we will decrease suspensions for African American students, as measured by the CA Dashboard Suspensions Rate from 5.6% suspended at least once to 0% suspended. Decreased last year 2.1%

Identified Need

Increase awareness of Trauma Informed Care.
Certificated staff to oversee the school wide discipline plan.
Continue to work with behavior aide to support RtI implementation.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Suspension Rate	Overall, 0.5% Students with Disabilities, 4.3% African American students, 5.6%	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

Implement No Excuses University Classroom Management based on the Six Character Pillars
 Communicate this to parents through parent signature and student signature page signed
 Communicate through Parent University and Parent Student conferences.
 Implementation of 16 Proactive Classroom Strategies
 Implementation of Rtl under the MTSS umbrella
 Formation of MTSS committee and monthly meetings to discuss supporting students to reduce
 office referrals and suspensions.
 Continued implementation of positive behavior referrals.
 Provide instructional support with Instructional Coach and Intervention teacher.
 Flexible seating, voice and choice
 Balanced Literacy with high student engagement
 I Ready and Ready Math framework implementation with high student engagement
 Culturally Responsive approaches to engagement and behavior expectations of the staff
 Support from Instructional Coach
 Behavior aide to work with struggling students to implement Rtl, Check/In, Check/Out, Notebook,
 homework, classwork checks.

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)
7000	Annual Fund
18000	LCFF - Base
17150	Title I Part A: Basic Grants Low-Income and Neglected

Annual Review

SPSA Year Reviewed: 2019-20

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.

Implement No Excuses University Classroom Management based on the Six Character Pillars is new this school year. We will report on this next year, however with the implementation of the Character Counts, Six Pillars of Character, we are seeing few office referrals.
 Communication with parents through Parent University was one way we informed and collaborated with parents regarding No Excuses University. The weekly phone blast and parent information/signature sheets were also sent home.
 Teachers attended professional develop at the No Excuses University which is intended to have a positive effect on academics as well as social/emotional learning.

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

Formation of MTSS committee and monthly meetings to discuss supporting students to reduce office referrals and suspensions is in the process of being established.

Continued implementation of positive behavior referrals, which has had a positive effect on student and parent relationship building.

Our year started without a full time coach. The full time position was a shared position and was not filled until the 3rd trimester. This made it difficult to implement data chats and data driven decisions based on analysis of assessments and develop targeted interventions for our gap groups.

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 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 October 2019, 100% of Don Benito families will be registered to access the Aeries Parent Portal. By June 2020, Don Benito will offer three Parent Information Nights/Parent University workshops on the Don Benito campus.

By June 2020, 25% of Don Benito parents will have attended at least one Parent University Workshop.

Identified Need

52% of Don Benito families are currently registered to access the SEIS Parent Portal. In 2018-2019, Don Benito offered two Parent University workshops during Coffee with the Principal to focus on No Excuses University.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
California Healthy Kids Survey	20% of parents	The percentage of parents agreeing that school/district encourages parent involvement will increase by 5%
Schedule of Parent Information Nights/Parent University	2018-19 Master Calendar included one Parent Information Night/Parent and 2 Coffee with the Principal advertised as Parent University/Focus on No Excuses University School	2019-20 Master Calendar will include three Parent Information Nights/Parent

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

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)

1000.

Source(s)

Annual Fund

12000

Annual Fund

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 for building increasing parent participation in Parent University workshops.

Strategy/Activity

Parent representatives to work with teachers in identifying specific classroom needs and volunteer opportunities

Promote Parent University Workshops at PTA/AAPC/ELAC meetings with Parent Group Leaders and Administration on a quarterly basis.

Continue to provide opportunities for parents and guardians to provide input on parent education topics during various school functions.

Coordinate with Family Resource Center to sponsor at least two parent training events each year (Fall/Spring)

Coordinate with Family Resource Center & PTSA to identify presenters for specific topics

Coordinate tools to assist parents with the transition from Kinder to First Grade.

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)

550

Source(s)

Title I Part A: Parent Involvement

125	LCFF - Base
7500	General Fund

Annual Review

SPSA Year Reviewed: 2019-20

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. Continue the tradition of hosting a Parent Summit, as well as multiple parent education opportunities throughout the year.
Administration hosted Coffee with the Principal, which focused on No Excuses University Culture of Universal Achievement and Character Building, as well as Classroom Management.
- II. 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.
PTA collaboration with Student Council around school activities was limited.
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 Eblast provided detail information regarding school events and activities.
Continued expansion into Social Media: Facebook & Twitter
Conducted regular School Tours, with updated school folder & information
Hosted Volunteer Orientation meetings as needed

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

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)
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

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

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
	None Specified

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 9

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal

Goal 10

Identified Need

Annual Measurable Outcomes

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

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

Strategy/Activity 1

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

Strategy/Activity

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

Amount(s)	Source(s)
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Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

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

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$80,367.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$123,683.00

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	Allocation (\$)
Title I	\$
Title I Part A: Basic Grants Low-Income and Neglected	\$
Title I Part A: Disadvantaged Students	\$
Title I Part A: Parent Involvement	\$
Title III Part A: Language Instruction for LEP Students	\$

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

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

State or Local Programs	Allocation (\$)
Annual Fund	\$
General Fund	\$
LCFF - Base	\$

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

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



PASADENA UNIFIED SCHOOL DISTRICT

Title I Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for District central Office to provide direct services to school sites. This is NOT the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2020-21, PUSD will provide the following direct services to the school sites with Title I Other Authorized Activities Reservations total amount of \$1,941,915.00:

- a. Instructional Coaches and Curriculum (Math, Science, Literacy (Including ELA and History) Coaches/Resource Teachers, paid by the District, providing direct services/supports to the school sites to increase the unduplicated group students' academic achievements;
- b. District Curriculum, Instruction and Professional Development leadership and staff who are providing direct, hands-on services to the school sites;
- c. Supplemental to CDE identified 3 Comprehensive Support and improvement (CSI) schools;
- d. Supplemental to schools with the CDE identified Low Performing Students;
- e. Families in transition/Homeless and support staff;
- f. Parent and Community Engagement;
- g. Multi-Tier System of Support (MTSS) intervention (such as Behavior Intervention Aides assigned to the identified school sites).

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

Your school's share of the Other Authorized Activities Reservation for Direct Services cost is calculated for school year of 2020-21 is as below:

School: Don Benito

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	\$1,941,915.00	9651	\$201.21	250	\$50,302.50

School Site Council Membership

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

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

Name of Members	Role
Merle Bugarin	Principal
Chirsty Merino	Other School Staff
Heather Huevo	Classroom Teacher
Sandra Watson	Classroom Teacher
Nancy Hernandez	Classroom Teacher
Erik Bailey	Parent or Community Member
Regina Sheu	Classroom Teacher 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 11/9/2020.

Attested:

Principal, Merle Bugarin on 11/9/2020

SSC Chairperson, Eric Bailey on 11/9/2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Recommendations and Assurances

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

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

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

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

Signature

Nana K. Reys

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 11/9/2020.

Attested:

Principal, Merle Bugarin on 11/9/2020

SSC Chairperson, Eric Bailey on 11/9/2020

Merle Bugarin

Eric Bailey