

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
San Rafael Elementary School	19-64881-6021729	April 21, 2020	

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

San Rafael does not receive Title I monies to support student achievement.

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

San Rafael's Staff, School Site Council, and varied stakeholders have analyzed key student achievement data to develop academic goals designed to increase student achievement in a variety of student sub-groups and school-wide.

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

San Rafael has worked with our Staff, School Site Council, English Learner Advisory Council, and African American Parent Council to identify the academic needs of our diverse student population and to look at creative ways to leverage our extremely limited fiscal resources to meet these diverse needs. Student achievement and student attendance data have been shared in multiple ELAC, PTA, AAPC, and SSC meetings by the Principal on September 17, 2019, September 19, 2019, October 10, 2019, October 15, 2019, October 17, 2019, November 14, 2019, November 14, 2019, November 21, 2019, January 8, 2020, January 21, 2020, January 30, 2020, February 13, 2020, February 25, 2020, March 12, 2020, and April 21, 2020 .

Resource Inequities

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

San Rafael's Staff and our Parent community have made it a goal to meet the academic needs of our diverse student population in spite of receiving extremely minimal fiscal funding. San Rafael's Staff and Parent community carry this fiscal burden by constantly organizing fundraising activities to secure the necessary financial resources to best support the diverse academic needs of our students. With only \$26,418 in LCFF dollars allocated to San Rafael, our school community has to cover this fiscal inequity to realize our academic and social goals.

School Vision and Mission

San Rafael's Vision Statement:

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

San Rafael's Mission Statement:

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

School Profile

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

San Rafael currently has 448 students in our Kindergarten through Fifth grade plus an additional 48 students in our Preschool program. As San Rafael works on strengthening our Dual Language Immersion Program, the 2018-2019 school year will mark the eighth year of our Dual Language Immersion Program for our Preschool students in Spanish. The goal is to better prepare our incoming Kindergarten students for the academic and linguistic rigor of the DLIP program at San Rafael.

The student body at San Rafael is currently comprised of 65% Hispanic, 23% White, 6% African American, 3% Asian, 1% Filipino, and 2% Other. 34% (2016-2017) of the students at San Rafael receive free/reduced lunch and are identified as economically disadvantaged. At San Rafael, 12% of our students are identified as English Learners, 11% of our students are identified as Students with Disabilities, and 12% of our students have qualified for the Gifted and Talented Education Program.

San Rafael has seen a significant increase in student enrollment largely attributed to the success and popularity of our Dual Language Immersion Program. One of the challenges and obstacles that our DLIP still faces is the recruitment and retention of native Spanish-speaking students which are critical to the success of our Dual Language Immersion program. As our staff and community members try and develop creative recruitment and retention strategies for our native Spanish-speaking families, limited transportation options, distance, and an ever-decreasing school budget are real concerns for us to contend with. A silver lining to note is that San Rafael's recent academic success has garnered us the honor of being selected as a 2016 California Gold Ribbon School and a 2016 California Title I Academic Achievement School. Now we have native Spanish-speaking families coming to us and showing great interest in enrolling their student(s) at San Rafael.

Currently, the school has 17 general education classroom teachers, 1 Teacher on Special Assignment-Dual Language Immersion Program, 1 Resource Specialist Teacher, 1 Speech Pathologist, 1 Physical Education Teacher (paid for 100% by our Annual Fund), and 1 Preschool teacher. Classroom teachers are supported by our DLIP-TOSA. In addition to the credentialed staff, the school is also served by a Principal, 1 Office Manager, 1 Clerk Typist, 2 custodians, a part-time School Nurse, a Health Clerk, and 10 Project Aides. Hillside Agency provides school-based mental health services to students who qualify. Special education students receive services according to their Individualized Education Programs (IEP) which include, but are not limited to, speech and language therapy, occupational therapy, behavioral services, and adapted physical education. San Rafael also has a special education instructional assistant that helps support the educational program of students within the general education setting.

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

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

San Rafael Elementary School's ability to build and sustain working relationships with varied community groups has allowed us to design our "HeART & Sol Cultural Art Center." This was made possible through a very generous donation from a neighbor to our school. HeART & Sol focuses on integrating language, culture, and history through the arts and bringing classroom learning to life for our students and staff. San Rafael will continue to develop partnerships in the Pasadena community so that the HeART & Sol Cultural Art Center can be fiscally sustainable. San Rafael also continues to collaborate with the Armory Center for the Arts and this has led to the creation of a Math-Art program for Fourth grade students which has proven successful in helping students make academic gains.

The goal for the 2018-2019 school year will be to enhance our instructional delivery through a series of professional development opportunities and staff collaboration to constantly use student achievement data to drive our instructional goals and objectives. San Rafael is committed to constantly communicating with our students and parents so that together, we can strengthen our partnership focused on student achievement and hence, meet all of our California Dashboard targets for the 2018-2019 school year and continue to be a shining star in the Pasadena Unified School District !

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.22%	0.23%	0.25%	1	1	1
African American	6.01%	5.45%	5.16%	27	24	21
Asian	2.90%	2.5%	2.95%	13	11	12
Filipino	1.11%	1.14%	0.74%	5	5	3
Hispanic/Latino	64.59%	66.59%	71.5%	290	293	291
Pacific Islander	0%	0%	0%	0	0	0
White	23.16%	22.5%	17.2%	104	99	70
Multiple/No Response	0.45%	0.23%	1.97%	2	1	1
Total Enrollment				449	440	407

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	74	70	65
Grade 1	83	71	70
Grade 2	67	80	70
Grade3	71	67	78
Grade 4	91	65	60
Grade 5	63	87	64
Grade 6	0	0	
Grade 7	0	0	
Grade 8	0	0	
Grade 9	0	0	
Grade 10	0	0	
Grade 11	0	0	
Grade 12	0	0	
Total Enrollment	449	440	407

Conclusions based on this data:

1. Significant staffing adjustments need to be made to serve the students entering Fourth Grade for the 2020-2021 school year as they represent a "bubble" cohort.

2. San Rafael must maintain a limit of only three classes enrolling in Kindergarten to keep within school-wide capacity limits.
3. Classrooms in Kindergarten through Third grade are maintained below the 24:1 ratio that is required by the Collective Bargaining Agreement.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	32	32	28	7.1%	7.3%	6.9%
Fluent English Proficient (FEP)	106	125	139	23.6%	28.4%	34.2%
Reclassified Fluent English Proficient (RFEP)	27	10	18	50.0%	31.3%	56.3%

Conclusions based on this data:

1. Recently, San Rafael has experienced a significant decline in English Learner students enrolling in our Dual Language Immersion Program.
2. English Learner and Hispanic families have indicated that with the current state of national politics, they are only interested in enrolling their students in English-only academic programs.
3. The loss of transportation services has adversely affected San Rafael's ability to recruit English Learner families that reside in the Northwest Pasadena area.

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	96	70	67	94	70	67	94	70	67	97.9	100	100
Grade 4	66	91	65	66	89	63	66	89	63	100	97.8	96.9
Grade 5	70	63	87	68	61	83	68	61	83	97.1	96.8	95.4
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0
All Grades	232	224	219	228	220	213	228	220	213	98.3	98.2	97.3

* 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	2444.	2436.	2442.	26.60	28.57	29.85	30.85	21.43	22.39	24.47	31.43	29.85	18.09	18.57	17.91
Grade 4	2504.	2509.	2480.	45.45	48.31	30.16	22.73	20.22	25.40	15.15	16.85	23.81	16.67	14.61	20.63
Grade 5	2525.	2557.	2553.	30.88	37.70	40.96	29.41	40.98	30.12	20.59	9.84	12.05	19.12	11.48	16.87
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	33.33	39.09	34.27	28.07	26.36	26.29	20.61	19.55	21.13	17.98	15.00	18.31

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	32.98	30.00	29.85	45.74	55.71	52.24	21.28	14.29	17.91
Grade 4	37.88	38.20	20.63	51.52	49.44	58.73	10.61	12.36	20.63
Grade 5	26.47	45.90	43.37	55.88	40.98	40.96	17.65	13.11	15.66
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	32.46	37.73	32.39	50.44	49.09	49.77	17.11	13.18	17.84

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	20.21	25.71	16.42	59.57	41.43	53.73	20.21	32.86	29.85
Grade 4	40.91	39.33	17.46	34.85	43.82	69.84	24.24	16.85	12.70
Grade 5	42.65	52.46	42.17	44.12	36.07	46.99	13.24	11.48	10.84
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	32.89	38.64	26.76	47.81	40.91	55.87	19.30	20.45	17.37

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	28.72	21.43	25.37	60.64	68.57	67.16	10.64	10.00	7.46
Grade 4	30.30	29.21	20.63	56.06	67.42	66.67	13.64	3.37	12.70
Grade 5	30.88	31.15	39.76	52.94	59.02	51.81	16.18	9.84	8.43
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	29.82	27.27	29.58	57.02	65.45	61.03	13.16	7.27	9.39

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	34.04	21.43	32.84	45.74	67.14	52.24	20.21	11.43	14.93
Grade 4	33.33	33.71	25.40	56.06	51.69	60.32	10.61	14.61	14.29
Grade 5	39.71	52.46	49.40	36.76	31.15	36.14	23.53	16.39	14.46
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	35.53	35.00	37.09	46.05	50.91	48.36	18.42	14.09	14.55

Conclusions based on this data:

1. Dual Language Immersion research states that students will demonstrate higher rates of achievement over time which is what San Rafael's student performance documents in the areas of English Language Arts.
2. In the area of Writing, students in Third through Fifth grade matches research on Dual Language Immersion Programs indicating that students will gain mastery in the partner language (English) if taught with fidelity.

3. Over 85% of San Rafael's students in Third through Fifth grade are reading Near, At, or Above grade level expectations in English which is not the primary language of instruction for Language Arts in our Dual Immersion Program.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	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	96	70	67	94	70	67	94	70	67	97.9	100	100
Grade 4	66	91	65	66	89	63	66	89	63	100	97.8	96.9
Grade 5	70	63	87	68	61	84	68	61	84	97.1	96.8	96.6
Grade 6	0	0	0	0	0	0	0	0	0	0	0	0
Grade 7	0	0	0	0	0	0	0	0	0	0	0	0
Grade 8	0	0	0	0	0	0	0	0	0	0	0	0
Grade 11	0	0	0	0	0	0	0	0	0	0	0	0
All Grades	232	224	219	228	220	214	228	220	214	98.3	98.2	97.7

* 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	2446.	2433.	2428.	26.60	17.14	13.43	25.53	34.29	35.82	31.91	22.86	25.37	15.96	25.71	25.37
Grade 4	2504.	2495.	2491.	30.30	19.10	28.57	34.85	42.70	20.63	24.24	24.72	41.27	10.61	13.48	9.52
Grade 5	2505.	2548.	2543.	20.59	37.70	38.10	13.24	22.95	16.67	38.24	26.23	34.52	27.94	13.11	10.71
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	25.88	23.64	27.57	24.56	34.55	23.83	31.58	24.55	33.64	17.98	17.27	14.95

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	31.91	27.14	19.40	40.43	41.43	43.28	27.66	31.43	37.31
Grade 4	43.94	38.20	34.92	39.39	35.96	34.92	16.67	25.84	30.16
Grade 5	23.53	50.82	44.05	42.65	24.59	38.10	33.82	24.59	17.86
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	32.89	38.18	33.64	40.79	34.55	38.79	26.32	27.27	27.57

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	32.98	22.86	25.37	55.32	45.71	49.25	11.70	31.43	25.37
Grade 4	33.33	25.84	30.16	45.45	51.69	46.03	21.21	22.47	23.81
Grade 5	20.59	36.07	32.14	42.65	42.62	50.00	36.76	21.31	17.86
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	29.39	27.73	29.44	48.68	47.27	48.60	21.93	25.00	21.96

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	38.30	28.57	38.81	46.81	50.00	49.25	14.89	21.43	11.94
Grade 4	40.91	33.71	34.92	37.88	57.30	47.62	21.21	8.99	17.46
Grade 5	19.12	39.34	33.33	50.00	44.26	48.81	30.88	16.39	17.86
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	33.33	33.64	35.51	45.18	51.36	48.60	21.49	15.00	15.89

Conclusions based on this data:

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

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	N/A	N/A	N/A	N/A	N/A	N/A	N/A	10
Grade 1	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	4
Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Grade 12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
All Grades	N/A	N/A	N/A	N/A	N/A	N/A	23	20

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	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	56.52	42.11	*	36.84	*	15.79	*	5.26	23	19

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	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	73.91	68.42	*	21.05	*	5.26	*	5.26	23	19

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	*	*	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*	*	*
All Grades	*	21.05	*	15.79	*	52.63	*	10.53	23	19

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	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	65.22	47.37	*	42.11	*	10.53	23	19

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	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	86.96	84.21	*	10.53	*	5.26	23	19

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	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	10.53	*	68.42	*	21.05	23	19

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	*	*	*	*	*	*	*	*
1	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*
4	*	*	*	*	*	*	*	*
5	*	*	*	*	*	*	*	*
6	*	*	*	*	*	*	*	*
7	*	*	*	*	*	*	*	*
8	*	*	*	*	*	*	*	*
9	*	*	*	*	*	*	*	*
10	*	*	*	*	*	*	*	*
11	*	*	*	*	*	*	*	*
12	*	*	*	*	*	*	*	*
All Grades	*	26.32	47.83	73.68	*	0.00	23	19

Conclusions based on this data:

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

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
440	35.0	7.3	0%
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	32	7.3
Foster Youth	0	0%
Homeless	1	0.2
Socioeconomically Disadvantaged	154	35.0
Students with Disabilities	49	11.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	24	5.5
American Indian	1	0.2
Asian	11	2.5
Filipino	5	1.1
Hispanic	293	66.6
Two or More Races	6	1.4
Pacific Islander	0	0%
White	99	22.5





Conclusions based on this data:

1. San Rafael Elementary School no longer qualifies for Title I support because the percentage of students identified as Socioeconomically Disadvantaged has dropped to less than 35% of our total student population.
2. As a Dual Language Immersion school, San Rafael must look for creative ways in which to attract more English Learner families to enroll in our school to meet our program goal of having 50% of our students be "Native" Spanish-speakers.
3. The largest ethnicity at San Rafael is the Hispanic community representing 71.5% of our student population.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Graduation Rate N/A	Suspension Rate  Blue
Mathematics  Green	Chronic Absenteeism  Yellow	
English Learner Progress No Performance Color		
College/Career N/A		

Conclusions based on this data:

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

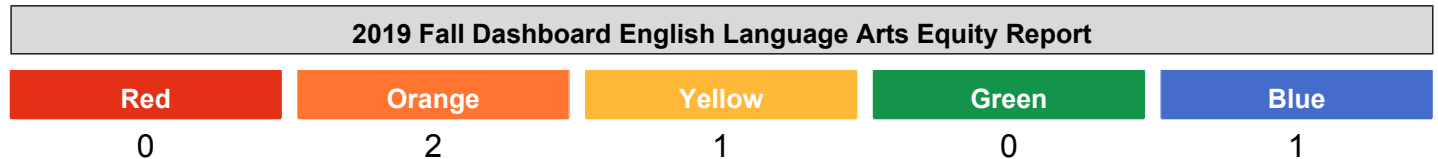
School and Student Performance Data

Academic Performance English Language Arts







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	Homeless	Socioeconomically Disadvantaged
 Green 25.3 points above standard Declined -6.1 points 213	 Orange 47.4 points below standard Declined Significantly -16.9 points 35	 No Performance Color 0 Students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	 Orange 15.2 points below standard Maintained -1.8 points 80
Students with Disabilities				
 No Performance Color 29 points below standard Declined Significantly -18.8 points 33				

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color 0.8 points above standard Declined Significantly -16.8 points 15	American Indian  No Performance Color 0 Students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic  Yellow 7.1 points above standard Declined -11.6 points 135	Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 73 points above standard Increased Significantly ++15.3 points 53

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 Less than 11 Students - Data Not Displayed for Privacy 8	Reclassified English Learners 28.9 points below standard Declined -14.7 points 27	English Only 39.2 points above standard Maintained -0.9 points 142
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Conclusions based on this data:

- English Learners need to be provided with explicit differentiated instruction/intervention to facilitate academic achievement in the area of English Language Arts.
- Students identified as Socioeconomically Disadvantaged need to be provided with explicit differentiated instruction/intervention to facilitate academic achievement in the area of English Language Arts.
- Students identified as Hispanic need to be provided with explicit differentiated instruction to facilitate academic achievement in the area of English Language Arts.

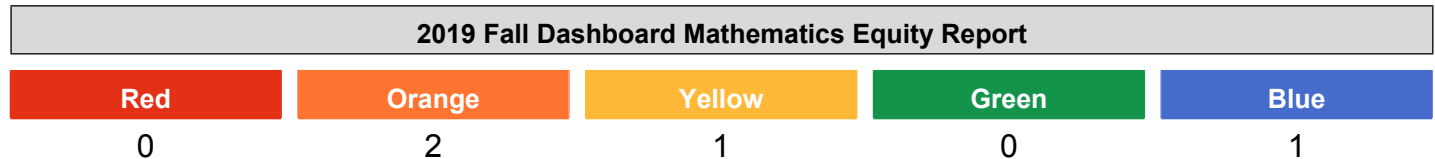
School and Student Performance Data

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 5.4 points above standard Declined -3.6 points 214	English Learners  Orange 64.4 points below standard Declined Significantly -28.9 points 35	Foster Youth N/A N/A N/A N/A N/A
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3	Socioeconomically Disadvantaged  Orange 38.4 points below standard Declined -5.4 points 80	Students with Disabilities  No Performance Color 30.1 points below standard Declined Significantly -17.2 points 33

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 6.5 points below standard Maintained -0.3 points 15	N/A N/A N/A N/A N/A	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 12.1 points below standard Declined -7.7 points 135	N/A N/A N/A N/A N/A	N/A N/A N/A N/A N/A	 Blue 48.9 points above standard Increased ++11.9 points 54

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
Less than 11 Students - Data Not Displayed for Privacy 8	52.6 points below standard Declined Significantly -30.9 points 27	18.3 points above standard Maintained ++2.3 points 143

Conclusions based on this data:

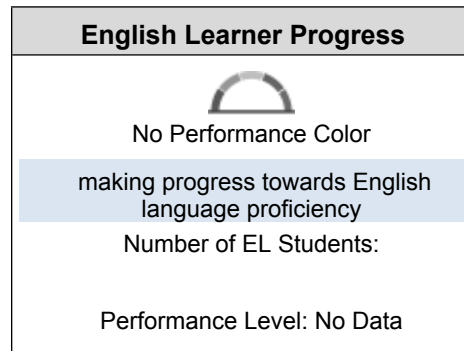
- San Rafael's overall academic achievement in the area of Math is lower than our academic achievement in the area of English Language Arts.
- As a strategy to close the achievement gap for all students, students identified as English Learners, Hispanic, and Socioeconomically Disadvantaged students need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

School and Student Performance Data

Academic Performance English Learner Progress

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
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Conclusions based on this data:

1. As a strategy to close the achievement gap for all students, students identified as English Learner students need to be provided with explicit academic intervention.
2. English Learners at San Rafael need to be provided with both integrated and designated ELD in order to assist them in attaining academic success in both English Language Arts and Math.
3. Instruction in the area of English Language Arts and Math needs to have differentiated goals and support for English Learners.

School and Student Performance Data

Academic Performance College/Career

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
N/A	N/A	N/A	N/A	N/A

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

2019 Fall Dashboard College/Career by Race/Ethnicity

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

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
N/A Prepared	N/A Prepared	N/A Prepared
N/A Approaching Prepared	N/A Approaching Prepared	N/A Approaching Prepared
N/A Not Prepared	N/A Not Prepared	N/A Not Prepared

Conclusions based on this data:

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

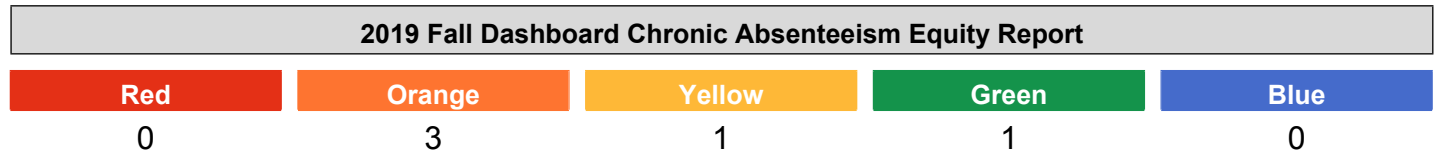
School and Student Performance Data

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  Yellow 4.5 Increased +2.1 440	English Learners  Orange 9.4 Increased +3.3 32	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Socioeconomically Disadvantaged  Orange 6.8 Increased Significantly +3.7 162	Students with Disabilities  Green 4.7 Maintained -0.3 64

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">4.2</div> Declined -3.2 24	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	Asian  No Performance Color <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">0</div> Maintained 0 11	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5
Hispanic  Yellow <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">4.8</div> Increased +2.4 294	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	White  Orange <div style="background-color: #e6f2ff; padding: 2px; text-align: center;">5.1</div> Increased +3.2 98

Conclusions based on this data:

- Although San Rafael's school-wide attendance rate is rated in the Blue category which is exceptional, specific attention has to be paid to the students and families that have been identified as Chronically Absent.
- Chronically Absent students and their families must be met with (surveyed) to help the school identify strategies which will encourage these students and their families to improve their attendance. Ideas need to be generated by the student and his/her family to make the strategies more authentic and realistic.
- Staff must be provided with staff development opportunities focusing on enhancing the culture of every classroom in order to promote student attendance and to create learning environments where all students feel included.

School and Student Performance Data

Academic Engagement Graduation Rate

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
N/A	N/A	N/A	N/A	N/A

This section provides information about students completing high school, which includes students who receive a standard high school diploma 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
N/A	N/A	N/A
N/A	N/A	N/A
N/A N/A	N/A N/A	N/A N/A
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A
N/A	N/A	N/A
N/A N/A	N/A N/A	N/A N/A
N/A	N/A	N/A

2019 Fall Dashboard Graduation Rate by Race/Ethnicity

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

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
N/A	N/A

Conclusions based on this data:

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

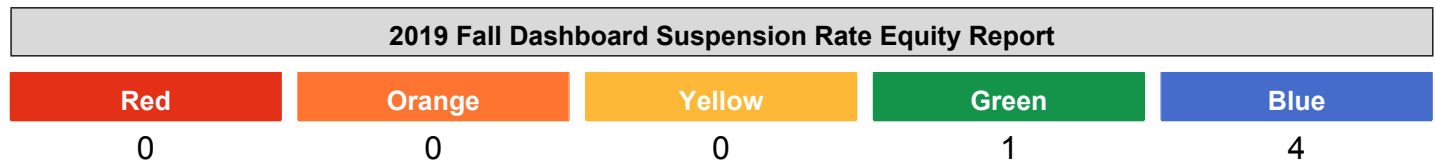
School and Student Performance Data

Conditions & Climate Suspension Rate






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  Blue 0.2 Maintained -0.2 446	English Learners  Blue 0 Maintained 0 32	Foster Youth N/A N/A N/A N/A N/A
Homeless  No Performance Color Less than 11 Students - Data Not 7	Socioeconomically Disadvantaged  Green 0.6 Declined -0.6 166	Students with Disabilities  Blue 0 Maintained 0 67

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0 Maintained 0 25	American Indian  No Performance Color Less than 11 Students - Data 1	Asian  No Performance Color 0 Maintained 0 11	Filipino  No Performance Color Less than 11 Students - Data 6
Hispanic  Blue 0.3 Declined -0.3 295	Two or More Races  No Performance Color Less than 11 Students - Data 8	Pacific Islander N/A N/A N/A N/A N/A	White  Blue 0 Maintained 0 100

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

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0.2

Conclusions based on this data:

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 1

CAASPP ELA: Average Distance From Standard for All Students will increase from the baseline of 25.3 points Above Standard (Green) in 2019 by a total of 15 points or more to end at 40.3 points Above Standard or higher (to reach Blue) by the end of the 2020-2021 school year.

Identified Need

Distance From Met identifies the "average" performance of the school. Although San Rafael's performance data is positive, we still have students that need specific academic support and intervention in order to achieve grade level standards in the area of English Language Arts.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 California Assessment of Student Performance and Progress (CAASPP) results and 2018-2019 California Dashboard	25.3 Points Above Standard (Green)	40.3 Points Above Standard (Blue)
EDL II Spanish Inventory	53% of students in 3-5 Met or Exceeded Standard	58% of students in 3-5 Met or Exceeded Standard (Increase by 5%)
DRA Diagnostic	81% of students in 3-5 Met or Exceeded Standard	86% of students in 3-5 Met or Exceeded Standard (Increase of 5%)

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Conduct needs-assessment of Staff to identify areas of need for Professional Development

- Design and implement a Professional Development calendar to provide instructional support by Principal, Instructional Coach, District Coaches, and

Outside Contractors for all staff (A Mondays)

- Coordinate with Instructional Coach and District Coaches to provide differentiated support to individual staff members (Sub Days to Plan)
- Provide differentiated instruction for all students (intervention/enrichment)
- Classroom Staff to regularly perform analysis of student data including summative assessments, formative assessments, and student observations every trimester
- Instructional Aides to provide 1:1 support and small-group instruction to support learning
- Classroom Aides to meet with Staff once a week to review student progress and needs and to develop strategies to be employed with individual students based on DRA assessments
- Staff to provide Classroom Aides with direction/guidance to pre-teach and re-teach essential targets and goals for identified students in the target language (Spanish)

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)

2000

LCFF-LCAP

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.

DRA Diagnostic and EDL II assessments demonstrated growth in the area of English Language Arts proficiency from the first to the second trimester

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

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

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

English Language Arts baselines will need to be established in both DRA Diagnostic assessments and EDL II assessments at the beginning of the 2020-2021 school year to inform staff as to real time proficiency levels for each student. This will need to be done to better address the predictable academic slide due to the COVID-19 school closures

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 1

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

Goal 2

CAASPP Math Average Distance From Standard for All Students will increase from the baseline of 5.4 points Above Standard (Green) in 2019 by a total of 15 points or more to end at 20.4 points Above Standard or higher (to reach Blue) by the end of the 2020-2021 school year.

Identified Need

Distance From Met identifies the "average" performance of the school. Although San Rafael's performance data is positive, we still have students that need specific academic support and intervention in order to achieve grade level standards in the area of Math.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 California Assessment of Student Performance and Progress (CAASPP) results and 2018-2019 California Dashboard	5.4 Points Above Standard (Green)	20.4 Points Above Standard or higher (Blue)
2018-2019 iReady Diagnostic Data	9% of Students of our students scored at the "At Risk" level	Decrease % of students scoring at the "At Risk" level by 5% to 4% "At Risk"
2018-2019 iReady Student Pass Data	82% of Students Averaging 70% to 100% Passed on each assessment	Increase number of Students Averaging 70% to 100% Passed to 90%

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

- Fully implement all components of iReady Math.
- Conduct needs-assessment of Staff to identify areas of need for Professional Development

- Design and implement a Professional Development calendar to provide instructional support by Principal, Instructional Coach, District Coaches, and

Outside Contractors for all staff (A Mondays)

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

Performance Tasks Assessments, etc).

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)

2000

LCFF-LCAP

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.

iReady Math Diagnostic assessment and iReady Pass Data demonstrated growth in the area of Math proficiency from first trimester to the second trimester in the 2019-2020 school year

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

There were no major differences in relation to budget expenditures to address these strategies but the 2019-2020 California Assessment of Student Performance and Progress (CAASPP) was cancelled due to COVID-19 school closures

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

Math baselines will need to be established by employing both the iReady Diagnostic assessments and iReady Pass Data at the beginning of the 2020-2021 school year to inform staff as to real time proficiency levels for each student. Our School Site Council would like for our staff to identify the severity of the academic slide caused by the COVID-19 school closures and lack of direct instruction for the last three months of 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

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

Goal 3

By the end of the 2020-2021 school year, all San Rafael student subgroups identified below will reach their identified target/goal as we work to close the achievement gap.

- i. Increase the % of English Learner students progressing at least one level or achieving proficiency by 5% points across three years (2020-2021, 2021-2022, and 2022-2023) as measured by the ELPAC.
- ii. For 15% of English Learner students to meet all of the necessary criteria to be able to reclassify during the 2020-2021 school year.
- iii. CAASPP ELA Average Distance From Standard for English Learners will decrease from the baseline of -47.4 points Below Standard (Orange) in 2019 by a total of 3 points or more (-42.3 points Below Standard to reach Yellow) with a stretch goal of decreasing by 42.4 points or more (0.0 points Above Standard to reach Green) or higher by the end of the 2020-2021 school year.
- iv. CAASPP ELA Average Distance From Standard for Hispanic students will increase from the baseline of 7.1 points Above Standard (Yellow) in 2019 by a total of 3 or more points (to reach 10.1 points Above Standard - Green) with a stretch goal of increasing by 37.9 points or more (to reach 45 points Above Standard - Blue) or higher by the end of the 2020-2021 school year.
- v. CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged students will decrease from the baseline of -15.2 points Below Standard (Orange) in 2019 by a total of 3 or more points (to reach -12.2 points Below Standard - Yellow) with a stretch goal of decreasing by -10.2 points or more (to reach -5 points Below Standard - Green) or higher by the end of the 2020-2021 school year.
- vi. CAASPP Math Average Distance From Standard for English Learner students will decrease from the baseline of -64.4 points Below Standard (Orange) in 2019 by a total of 3 points or more to end at -61.4 points Below Standard or better (to reach Yellow) with a stretch goal of decreasing by 39.4 points or more to end at -39.4 points Below Standard or better (to reach Green) by the end of the 2020-2021 school year.
- vii. CAASPP Math Average Distance From Standard for Hispanic students will decrease from the baseline of -12.1 points Below Standard (Yellow) in 2019 by a total of 3 points or more to end at -9.1 points Below Standard or better (to reach Green) with a stretch goal of decreasing by 12.1 points or more to end at 0 points Above Standard or better (to reach Blue) by the end of the 2020-2021 school year.
- viii. CAASPP Math Average Distance From Standard for Socioeconomically Disadvantaged students will decrease from the baseline of -38.4 points Below Standard (Orange) in 2019 by a total of 3 or more to end at -35.4 points Below Standard or better (to reach Yellow) with a stretch goal of decreasing by 13.4 points or more to end at -25 points Below Standard or better (to reach Green) by the end of the 2020-2021 school year.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2018-2019 ELPAC Assessment	56.52% of English Learner students scored Moderately/Well Developed	Increase % of EL students scoring Moderately/Well Developed to 61.52% or better
2018-2019 California Assessment of Student Performance and Progress (CAASPP) results and 2018-2019 California Dashboard	-47.4 points Below Standard (Orange) in 2019	English Learners to decrease by a total of 3 points or more to reach -42.3 points Below Standard (Yellow) on the 2020 California Dashboard
2018-2019 California Assessment of Student Performance and Progress (CAASPP) results and 2018-2019 California Dashboard	7.1 points Above Standard (Yellow) in 2019	Hispanic students to increase by a total of 3 or more points to reach 10.1 points Above Standard (Green) on the 2020 California Dashboard
2018-2019 California Assessment of Student Performance and Progress (CAASPP) results and 2018-2019 California Dashboard	-15.2 points Below Standard (Orange) in 2019	Socioeconomically Disadvantaged students to decrease by a total of 3 or more points to reach -12.2 points Below Standard (Yellow) on the 2020 California Dashboard
2018-2019 California Assessment of Student Performance and Progress (CAASPP) results and 2018-2019 California Dashboard	-64.4 points Below Standard (Orange) in 2019	English Learners to decrease by a total of 3 points or more to reach -61.4 points Below Standard (Yellow) on the 2020 California Dashboard
2018-2019 California Assessment of Student Performance and Progress (CAASPP) results and 2018-2019 California Dashboard	-12.1 points Below Standard (Yellow) in 2019	Hispanic students to decrease by a total of 3 points or more to reach -9.1 points Below Standard (Green) on the 2020 California Dashboard
2018-2019 California Assessment of Student Performance and Progress (CAASPP) results and 2018-2019 California Dashboard	-38.4 points Below Standard (Orange) in 2019	Socioeconomically Disadvantaged students to decrease by a total of 3 points or more to reach -35.4 points Below Standard (Yellow) on the 2020 California Dashboard
2019-2020 EDEL 2 Target Language Reading Level	58.19% of students Met or Exceeded Standard	To increase percentage of students reading at the Met or Exceeded Standard level by 5% to reach 63.19% by the end of the year 2020-2021

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-2020 i-Ready Math Diagnostic 2	40% of students scored On or Above Grade Level	To increase the percentage of students scoring On or Above Grade Level by 5% to reach 45% by the end of the 2020-2021 school year
DRA Reading Inventory	73.43% of Students performed at the Standard Met or Standard Exceeded level	To increase the percentage of students reading at the Standard Met or Standard Exceeded level by 5% to reach 78.43% by the end of the year 2020-2021

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Learners, Hispanic, Socioeconomically Disadvantaged

Strategy/Activity

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

Outside Contractors for all staff (A Mondays)

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

Performance Tasks Assessments, etc).

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)
12,500	LCFF-LCAP

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.

DRA Diagnostic assessments, iReady Math Diagnostic assessment, and iReady Pass Data demonstrated student academic growth in the areas of English Language Arts and Math proficiency from the first trimester to the second trimester in the 2019-2020 school year

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

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

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

English Language Arts, Math, and ELD baselines will need to be established using formative assessments such as DRA Diagnostic and iReady Math Diagnostic at the beginning of the 2020-2021 school year to inform staff as to real time proficiency levels for each student. Data points will need to be compared at the second trimester to demonstrate growth and to identify instructional needs to move forward.

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 4

Suspension Rate for Socioeconomically Disadvantaged students will decrease from the baseline of 0.6% (Green) in 2019 by a total of -0.6% or more (to reach Blue) to end by the end of the 2020-2021 school year and the percentage of students scoring at the At-Risk level on the Universal Screener will decrease by 2% (25% of the total) to 6% as documented in the Spring 2021 Universal Screener

Identified Need

San Rafael has a very well-behaved student community with very minimal suspension and expulsion incidents. Our goal is to enhance our already stellar reputation by focusing on developing a school-wide PBIS system of behavior intervention to minimize student suspensions and/or expulsions.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2019-2020 California Dashboard	0.6% Suspension Rate	0.0% Suspension Rate as measured by the 2020-2021 California Dashboard
Review 360 Universal Screener Report	8% of our students scored at the At-Risk level on 2019 Fall Universal Screener	To decrease the percentage of students scoring at the At-Risk level by 2% (25% of the total) to 6% as documented in the Spring 2021 Universal Screener

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)

Socioeconomically Disadvantaged

Strategy/Activity

- Create alternatives such as check-ins and check-outs for students scoring At-Risk on our Universal Screener
- Have students scoring At-Risk on the Universal Screener to serve as classroom "helpers" with partner teachers as positive reinforcement when they are meeting desired behavior

expectations

- Hiring of Project Aides to assist with student supervision and behavioral intervention through Annual Fund
- Provide Staff Development in the area of effective PBIS strategies during "A" Monday Staff Development opportunities at least once every trimester
- Collaborate with student representatives to ensure San Rafael's Behavior Plan is clear, comprehensible, and relevant
- Conduct Review 360 student surveys two times a year (Fall and Spring)

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)

2,918

LCFF - Base

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 360 data indicates that San Rafael improved from the Spring 2019 report of 10% of our students identified as At-Risk to only 8% in the Fall of 2019

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

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

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

San Rafael will need to execute the Review 360 External and Internal student screeners early in the Fall semester and then again before the Fall semester ends to note growth and needs to address the six (6) month absence from a structured school environment for students due to the COVID-19 school closures

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 3

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

Goal 5

Chronic Absenteeism for All Students will decrease from the baseline of 4.5% (Yellow) in 2019 by a total of -0.5% or more to end at 4% or lower (to reach Green) by the end of the 2020-2021 school year with a stretch goal of reducing by -3% or more to end at 1.5% or lower (to reach Blue) by the end of the 2020-2021 school year.

Identified Need

San Rafael needs to decrease the amount of students that are chronically absent by 0.5%.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 California Dashboard	Chronically Absent Rate at 4.5%	Chronically Absent Rate to decrease to 4.0% as measured by the 2020-2021 California Dashboard
2020-2021 Monthly Attendance Reports	Chronically Absent Rate at 4.5%	Chronically Absent Rate to decrease by 0.5% as measured by PUSD monthly Attendance Reports

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

- Work with families and teachers of students that are chronically absent to develop individual plans/strategies to encourage daily attendance

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1000

LCFF-LCAP

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.

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

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

Will need to allocate some of our extremely limited LCFF monies to purchase incentives for students to be recognized at our Monthly Perfect Attendance Awards Assemblies for "Most IMproved Attendance" which has never been done before

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

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

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # 4

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

Goal 6

By the end of the 2020-2021 school year, San Rafael will experience an increase in the % of parents agreeing that school/district encourages parent involvement by 5% as identified in the California Healthy Kids Survey.

Identified Need

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

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2020-2021 California Healthy Kids Survey	Cancelled due to COVID-19 school closure	Results to be shared in the 2020-2021 school year.
Parent Pulse Survey	Will need to established our baseline in the Fall of 2020	To increase parental enaggement pulse survey resultsin the Spring 2021 semester as compared to results of the Fall 2020 pulse survey

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

African American and Hispanic Parents

Strategy/Activity

- Conduct parent Pulse Survey in the Fall of 2020 and the Spring of 2021
- Make personal contact with parents inviting them to different meetings
- Send out information, newsletters, e-blasts, and phone calls in both English and Spanish
- Design events that are culturally relevant and celebrate the cultural diversity of the San Rafael community

- Continue to work with San Rafael's AAPC and ELAC to ensure that they are an integral part of San Rafael's planning process

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)

6000

LCFF-LCAP

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.

The San Rafael parent community rallied in 2019-2020 to address fiscal inequities and fundraised over \$300,000 to help personally fund all of the support and enrichment opportunities that benefitted all of our San Rafael students. This demonstrated the overall togetherness and willingness to work together for a common cause, our students.

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

For the 2020-2021 school year, San Rafael was not allocated the necessary funds to support having a Community Assistant which will make it more challenging to make personal contact with varied members of our parent community in order to better engage them in our school activities and procedures in both Spanish and English.

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

San Rafael's parent Pulse Survey will provide us with a baseline to better inform our Staff, School Site Council, English Learner Advisory Committee, and African American Parent Council of the necessary next steps to take to engage more of our Hispanic and African American parents

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # N/A

N/A

Goal 7

N/A

Identified Need

N/A

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

N/A

N/A

N/A

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)

N/A

Strategy/Activity

N/A

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

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.

N/A

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # N/A

N/A

Goal 8

N/A

Identified Need

N/A

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

N/A

N/A

N/A

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)

N/A

Strategy/Activity

N/A

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

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.

N/A

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # N/A

N/A

Goal 9

N/A

Identified Need

N/A

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

N/A

N/A

N/A

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)

N/A

Strategy/Activity

N/A

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

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.

N/A

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

N/A

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.

N/A

Goals, Strategies, & Proposed Expenditures

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

LCAP Goal # N/A

N/A

Goal 10

N/A

Identified Need

N/A

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Expected Outcome

N/A

N/A

N/A

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)

N/A

Strategy/Activity

N/A

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0

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.

N/A

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

N/A

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.

N/A

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	\$0.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$26,418.00

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 (\$)
------------------	-----------------

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 (\$)
	\$
LCFF - Base	\$
LCFF-LCAP	\$

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

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

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the 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 \$:

- 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: San Rafael

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District	#of FRL Student at School	Per Student shared Cost to School	Total Shared Cost to School
30100	Intervention Activities	\$1,859,837.81	10161	143	\$183.04	\$26,174.72

School Site Council Membership

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

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

Name of Members	Role
Rudy Ramirez	Principal
Priscila Leon	Classroom Teacher
Aida Barrales	Classroom Teacher
Jenny Orozco	Classroom Teacher
Jennifer Delgadillo	Other School Staff
Andrea Torosian	Parent or Community Member
Portia Harris	Parent or Community Member
Diego Delgado	Parent or Community Member
Sarah Brunkow	Parent or Community Member
Roxanne Pipkin Tamayo	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 5, 2020.

Attested:

Principal, Rudy Ramirez on May 5, 2020

SSC Chairperson, Portia Harris on May 5, 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

School Site Council Minutes

May 5, 2020

- I. Called to order/ Llamar a Orden - 2:37
- II. Approval of Minutes / Aprobar los Minutos
 - a. Motion to approve by Ms. Roxanne
 - b. Motion to approve the minutes was seconded by Ms. Portia.
 - c. Motion to approve the minutes was approved unanimously
- III. Principal Report / Reporte Del Director
 - a. Principal shared the Single School Plan for Student Achievement. Principal shared the strategy/activity portion that was edited due to PUSD leadership feedback. Template was shared. Ideas were given with the presumption that school will resume back in the fall as "normal."
 - b. RTI may be impacted next year because of staffing issues and concerns. Possibility that Project Aides may not be able to be hired the same as before because of District guidelines. Annual Fund may not pay out of pocket. Kindergarten support needs to be made a priority with limited LCFF funds and Annual Fund monies.
 - c. Parents and Staff concerned of when school is back in session and how to address the expected academic slide since students will be out of school for at least six (6) months.
 - d. SSPSA will need to be revised if remote learning continues in the fall.
 - e. Motion was made to approve the SSPSA with the revised edits by Ms. Andrea. Motion was seconded by Ms. Portia Harris. Motion was approved unanimously.
 - f. Public Comments:

Google Chats need to be supervised. Reports of students chatting and making parents aware of cyber safety.

Ideas for gift for 5th Graders end of year.

Possible meeting @ May 26th @ 2:30

Meeting adjourned @ 4:07 Ms. Portia

School Site Council Minutes

February 25, 2020

- I. Called to order/ Lllamar a Orden - 2:31
- II. Approval of Minutes / Aprobar los Minutos
 - a. Motion to approve by Mr. Marco
 - b. Motion was to approve the minutes was seconded by Ms. Harris
 - c. Motion to approve the minutes was approved unanimously
- III. Principal Report / Reporte Del Director
 - a. Principal shared Single School Plan for Student Achievement
 - b. Principal shared CAASPP Data Comparison
 - c. Math instruction - "Do we change our practice?" Concerned that the students are not as proficient. What can we change? Creating good foundations in Spanish
 - d. Professional Development - teachers are concerned that there is no consistent training on math.
 - e. Principal Shared English Language Arts/Literacy and Mathematics - RTI helps identify the kids.
 - f. Principal shared the Science test results at a glance.
 - g. Principal shared PUSD's CAASPP Test Results 2018-2019
- IV. Safety Plan
 - a. Principal Ramirez shared a Safety Plan and asked for two members to volunteer to edit.
 - b. Creating sub committee
 - i. Andrea Torosian and Jennifer Delgadilo were nominated and selected to edit and approve the final Safety Plan.
 - c. Meeting Adjourned @ 3:30
- V. Next Meeting
 - a. March 17th at 2:30
- VI. No SSC meeting in March due to COVID-19 school closure

San Rafael Elementary School

School/Parent Compact

2020-2021

The Student's Pledge

I understand that education is important to me. I am the one responsible for my own success.

AS A STUDENT, I PROMISE TO:

1. Come to school on time and prepared to learn.
2. Respect myself and the rights of others.
3. Follow all school rules and classroom rules.
4. Return all of my completed homework on time.
5. Spend time at home reading and studying every day.
6. Respect school property and the property of others.
7. Come to school dressed according to our school's dress code.
8. Settle all problems in a positive and respectful way.

The Teacher's Pledge

I understand the importance of a quality education for every student and my role as an educator and positive role model.

AS A TEACHER, I PROMISE TO:

1. Create a safe, positive, and healthy learning environment for all students.
2. Provide a challenging and rigorous instructional program.
3. Communicate with parents on a regular basis.
4. Assign homework that is appropriate with clear instructions.
5. Participate in professional development and other activities that enhance my delivery of instruction.
6. Demonstrate that I care about all students in my actions and in my words.

The Parent's Pledge

I understand that my participation in my child's education is vital to his/her achievement and attitude.

AS A PARENT, I PROMISE TO:

1. Promote high standards and regular study by providing a quiet and suitable place for completing all homework.
2. Support the school's homework, discipline, attendance, and dress code policies.
3. Make sure that my child gets adequate sleep and has a healthy diet.
4. Get involved in my child's education through participation in as many school events as possible.
5. Listen to and read with my child on a regular basis.
6. Read all school-home communications and contact the school when I have questions or concerns.
7. Help my child resolve conflicts in a positive and respectful way.
8. Instill in my child high moral values.

Student's Signature

Teacher's Signature

Parent's Signature

Date

San Rafael Elementary School
School-Level Parent Involvement Policy
2020-2021

I. San Rafael Elementary School has developed a written Parental Involvement Policy with input from parents.

- *Parent representatives from School Site Council (SSC), Parent Teacher Association (PTA), English Learner Advisory Committee (ELAC), African American Parent Council, Special Education, GATE, and staff have jointly developed the Parental Involvement Policy.*
- *Parents, including PTA, ELAC, AAPC, Special Education, and GATE participate in the periodic updates of the policy to meet the changing needs of our parents and our school. The SSC reviews and approves this policy.*
- *Parents who do not speak English, and whose primary language is Spanish, will receive the Policy in Spanish.*
- *Parents receive a copy of the parental involvement policy during parent conferences. Copies of the policy are also available in our school's front office.*
- *SAN RAFAEL School's Parental Involvement Policy is also available to the local community.*

II. Involvement of Parents

- *Because San Rafael is a school that receives Title I monies, all students are able to receive services secured with Title I monies.*
 - *Parents are invited to attend the Opening of School Meeting (Back to School Night) through BlackBoard Connect messaging, meeting notices posted at school's entrance, main office, and Community Assistant's office.*
 - *Parents are informed of their rights and responsibilities and school's Title I program.*
- *Offers flexible number of meetings.*
 - *Parent Teacher Association (PTA) meetings are held: on the First Thursdays of the month alternating between meetings held after school and meetings held at night.*
 - *English Learner Advisory Committee meetings are held: on the Third Monday of the month alternating between meetings held at 8:00 a.m. and at 6:00 pm.*
 - *School Site Council (SSC) meetings are held on the third Tuesday of the month at 2:30 p.m.*

III. Involves parents of Title I students in an organized, ongoing and timely way, in the planning, review and improvement of its Title I programs and the Title I parental involvement policy.

- ☐ *PTA, ELAC, Special Education, and GATE parents will annually have the opportunity to review and offer input in the school's Single Plan for Student Achievement (SPSA) and periodic updates of the school's parental involvement policy.*
- ☐ *Parent representatives from SSC, ELAC, and AAPC have the opportunity to participate in PUSD's District English Learner Advisory Committee (DELAC) and District Advisory Council (DAC) monthly meetings to share concerns, be informed, and bring back information to SAN RAFAEL parents.*
- ☐ *SAN RAFAEL Principal or his/her designee regularly reports to SSC, PTA, ELAC, and AAPC meetings on Title I programs, funding, and priorities.*

IV. San Rafael School provides parents of Title I students with timely information about Title I programs.

- ☐ *During the Back to School Meeting.*
- ☐ *SAN RAFAEL Principal or his/her designee regularly reports to SSC, PTA, ELAC, and AAPC meetings on Title I programs, funding, and priorities.*
- ☐ *Parent representatives from SSC, ELAC, and AAPC have the opportunity to participate in PUSD's District English Learner Advisory Committee (DELAC) and District Advisory Council (DAC) monthly meetings to share concerns, be informed, and bring back information to SAN RAFAEL parents.*

V. San Rafael provides parents with an explanation of the curriculum, assessments, and proficiency levels students are expected to meet.

- ☐ *Parents are informed about the curriculum used at the school, the academic assessment used to measure student progress, and the proficiency levels students are expected to reach at SSC, PTA, ELAC, and AAPC meetings, through school's weekly newsletter, the Welcome Center, and Parent Academy of the Los Angeles County Office of Education.*
- ☐ *Parents are also provided information about their child's proficiency levels and academic performance through Parent-Teacher conferences and Student Study Team (SST) Meetings.*

VI. San Rafael provides parents, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.


- ☐ *Annual parent-teacher meeting to review student academic goals.*
- ☐ *Meetings between parent(s) and teacher(s), meetings with the Instructional Coach for English Learner (EL) students, and meetings with the Teacher on Special Assignment-Dual Language Immersion Program for all students in DLIP.*
- ☐ *Meetings between parent(s) and teacher(s), and meetings with Special Education Resource Teacher (RSP) or School Psychologist for Special Education students.*
- ☐ *Student Study Team meetings with parents and staff.*



Pasadena Unified School District Child Welfare, Attendance & Safety

Attendance Improvement Program

Attendance Improvement Implementation Plan

School:	San Rafael Elementary School	Principal:	Rudy Ramirez
School Number:	048	Counselor:	None
Date Completed:	April 23, 2020	Principal Signature:	

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

2017-2018 ADA	2019-2020 ADA Short Term Goal	2020-2021 ADA Long Term Goal
96%	96%	97%

Attendance Improvement Plan

GOAL 1: ATTENDANCE & DROPOUT PREVENTION PLAN			
Strategy & Activity Description	Target Audience/s	Frequency	Measure of Success
1) To continue to develop San Rafael's "Perfect Attendance Program." a. Students who do not miss a day of school and who arrive at school on time are acknowledged in monthly assemblies b. All students with "Perfect Attendance" are awarded with a "Free Dress Day Pass." c. Students that earn "Perfect Attendance" are entered into a raffle where one student per grade level is picked to join Mr. Ramirez for "Lunch with the Principal" at Islands Burgers	All students in Kindergarten through Fifth Grade	Daily/Weekly/Monthly/Yearly Daily, Weekly, Monthly, and Yearly	1) Increase in percentage of students with "Perfect Attendance" by 5% 2) Increase of school-wide average daily attendance from 96% to 97%

"Our children, learning today, leading tomorrow"



Pasadena Unified School District Child Welfare, Attendance & Safety

GOAL 2: TEACHING ATTENDANCE			
Strategy & Activity Description	Target Audience/s	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
Work with District representatives to better inform San Rafael parents of State Compulsory Education Laws, expectations, and guidelines	Families of students with more than 10% absences in the last 12 months (Chronically Absent)	November and March	Decrease the percentage of Chronically Absent students by 5% according to prior semi-annual rate

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San Rafael Elementary School

School Plan for Student Achievement (SPSA)

Theory of Action Form

2020-21

If we...	Then...	So that...
<u>CAASPP ELA - All Students</u> If we create an Aide schedule to assist in classrooms If we design and implement a Professional Development calendar to provide the necessary training for all staff If we create opportunities for staff collaboration across grade levels (PE Planning Time)	 Then we will be able to provide students with small-group instruction (Response To Intervention) Then we will be able to provide explicit academic training for teachers to be able to better meet the academic needs of students Then Staff will be able to share best instructional practices to better meet the explicit academic needs of students	 So that the average Distance from Standard for All Students will increase from the baseline of 25.3 points Above Standard (Green) in 2019 by a total of 15 points or more to end at 40.3 points Above Standard or higher (to reach Blue) by the end of the 2020-2021 school year.

San Rafael Elementary School

If we...	Then...	So that...
<p><u>CAASPP ELA - English Learners</u></p> <p>If we coordinate English Language Development instruction across all grade levels</p> <p>If we incorporate the use of SDAIE strategies and language goals across all content areas</p> <p>If we coordinate the use of personnel support</p>	<p>Then we will be able to provide students with small-group instruction (Response To Intervention)</p> <p>Then we will be able to provide our English Learner students with explicit academic and linguistic support</p> <p>Then we will be able to provide small group instruction/intervention for our English Learner students who are performing below grade level</p>	<p>So that the average Distance From Standard for English Learner students will decrease from the baseline of -47.4 Below Standard (Orange) in 2019 by a total of 3 points or more to end at -44.4 points Below Standard (to reach Yellow) with a stretch goal of decreasing by -42.4 or more points to end at -5 points Below Standard (to reach Green) by the end of the 2020-2021 school year.</p>

If we...	Then...	So that...
----------	---------	------------

San Rafael Elementary School

<u>CAASPP ELA - Hispanic</u>		
If we create an Aide schedule to assist in classrooms	Then we will be able to provide students with small-group instruction (Response To Intervention)	So that the average Distance From Standard for Hispanic students will increase from the baseline of 7.1 points Above Standard (Yellow) in 2019 by a total of 3 points or more to end at 10.1 points Above Standard (to reach Green) with a stretch goal of increasing by 37.9 points or more to end at 45 points Above Standard (to reach Blue) by the end of the 2020-2021 school year.
If we identify students not performing at grade level by the end of 2nd grade	Then we can provide them with explicit academic intervention (Response to Intervention)	
If we provide our students with explicit vocabulary instruction	Then we can ensure that our staff and students are using the same academic language across all grade levels and content areas	

San Rafael Elementary School

If we...	Then...	So that...
<p><u>CAASPP ELA - Socioeconomically Disadvantaged</u></p> <p>If we create an Aide schedule to assist in classrooms</p> <p>If we identify students not performing at grade level by the end of 2nd grade</p> <p>If we provide our students with explicit vocabulary instruction</p>	<p>Then we will be able to provide students with small-group instruction (Response To Intervention)</p> <p>Then we can provide them with explicit academic intervention (Response to Intervention)</p> <p>Then we can ensure that our staff and students are using the same academic language across all grade levels and content areas</p>	<p>So that the average Distance From Standard for Socioeconomically Disadvantaged students will decrease from the baseline of -15.2 points Below Standard (Orange) in 2019 by a total of 3 points or more to end at -12.2 points Below Standard (to reach Yellow) with a stretch goal of decreasing by -10.2 points or more to end at -5 points Below Standard (to reach Green) by the end of the 2020-2021 school year.</p>

San Rafael Elementary School

If we...	Then...	So that...
<p><u>CAASPP Math - All Students</u></p> <p>If we create an Aide schedule to assist in classrooms</p> <p>If we identify students not performing at grade level by the end of 2nd grade</p> <p>If we re-teach key math concepts in the partner language (English/Spanish)</p>	<p>Then we will be able to provide students with small-group instruction (Response To Intervention)</p> <p>Then we can provide them with explicit academic intervention (Response to Intervention)</p> <p>Then students will be better able to understand key math concepts</p>	<p>So that the average Distance From Standard for All Students will increase from the baseline of 5.4 points Above Standard (Green) in 2019 by a total of 15 points or more to end at 20.4 points Above Standard or higher (to reach Blue) by the end of the 2020-2021 school year.</p>

San Rafael Elementary School

If we...	Then...	So that...
<p><u>CAASPP Math - English Learner</u></p> <p>If we coordinate English Language Development instruction across all grade levels</p> <p>If we incorporate the use of SDAIE strategies and language goals across all content areas</p> <p>If we coordinate the use of personnel support</p>	<p>Then we will be able to provide students with small-group instruction (Response To Intervention)</p> <p>Then we will be able to provide our English Learner students with explicit academic and linguistic support</p> <p>Then we will be able to provide small group instruction/intervention for our English Learner students who are performing below grade level</p>	<p>So that the average Distance From Standard for English Learner students will decrease from the baseline of -64.4 points Below Standard (Orange) in 2019 by a total of 3 points or more to end at -61.4 points Below Standard or better (to reach Yellow) with a stretch goal of decreasing by 39.4 points or more to end at -39.4 points Below Standard or better (to reach Green) by the end of the 2020-2021 school year.</p>

San Rafael Elementary School

If we...	Then...	So that...
<p><u>CAASPP Math - Hispanic</u></p> <p>If we create an Aide schedule to assist in classrooms</p> <p>If we identify students not performing at grade level by the end of 2nd grade</p> <p>If we provide our students with explicit vocabulary instruction</p>	<p>Then we will be able to provide students with small-group instruction (Response To Intervention)</p> <p>Then we can provide them with explicit academic intervention (Response to Intervention)</p> <p>Then we can ensure that our staff and students are using the same academic language across all grade levels and content areas</p>	<p>So that the average Distance From Standard for Hispanic students will decrease from the baseline of -12.1 points Below Standard (Yellow) in 2019 by a total of 3 points or more to end at -9.1 points Below Standard or better (to reach Green) with a stretch goal of decreasing by 12.1 points or more to end at 0 points Above Standard or better (to reach Blue) by the end of the 2020-2021 school year.</p>

San Rafael Elementary School

If we...	Then...	So that...
<p><u>CAASPP Math - Socioeconomically Disadvantaged</u></p> <p>If we create an Aide schedule to assist in classrooms</p> <p>If we identify students not performing at grade level by the end of 2nd grade</p> <p>If we provide our students with explicit vocabulary instruction</p>	<p>Then we will be able to provide students with small-group instruction (Response To Intervention)</p> <p>Then we can provide them with explicit academic intervention (Response to Intervention)</p> <p>Then we can ensure that our staff and students are using the same academic language across all grade levels and content areas</p>	<p>So that the average Distance From Standard for Socioeconomically Disadvantaged students will decrease from the baseline of -38.4 points Below Standard (Orange) in 2019 by a total of 3 or more to end at -35.4 points Below Standard or better (to reach Yellow) with a stretch goal of decreasing by 13.4 points or more to end at -25 points Below Standard or better (to reach Green) by the end of the 2020-2021 school year.</p>

San Rafael Elementary School

If we...	Then...	So that...
<p><u>Suspension Rate - Socioeconomically Disadvantaged</u></p> <p>If we hire Project Aides</p> <p>If we provide Staff Development in the area of effective PBIS strategies</p> <p>If we collaborate with student representatives</p>	<p>Then they can assist us with student supervision and behavioral intervention</p> <p>Then our staff will be better equipped to address the explicit emotional needs of students</p> <p>Then we can ensure that our Behavior Plan is clear, comprehensible, and relevant</p>	<p>So that the Suspension Rate for Socioeconomically Disadvantaged students will decrease from the baseline of 0.6% (Green) in 2019 by a total of -0.6% or more (to reach Blue) to end by the end of the 2020-2021 school year.</p>

San Rafael Elementary School

If we...	Then...	So that...
<p><u>Chronic Absenteeism - All Students</u></p> <p>If we design school-wide Perfect Attendance Assemblies</p> <p>If we partner with different community businesses</p> <p>If we continue to work with families and teachers of students that are chronically absent</p>	<p>Then we can create school-wide attendance competitions instead of by grade level</p> <p>Then we can provide our students with incentives to improve daily school attendance</p> <p>Then we can develop individual plans/strategies to improve daily attendance</p>	<p>So that the Chronic Absenteeism for All Students will decrease from the baseline of 4.5% (Yellow) in 2019 by a total of -0.5% or more to end at 4% or lower (to reach Green) by the end of the 2020-2021 school year with a stretch goal of reducing by -3% or more to end at 1.5% or lower (to reach Blue) by the end of the 2020-2021 school year.</p>

San Rafael Elementary School

If we...	Then...	So that...
<u>Parent Involvement</u>		
If we continue to make personal contact with parents	Then we can invite them to different meetings and activities on campus	
If we continue to send out information, newsletters, e-blasts, and phone calls in both English and Spanish	Then we can ensure that our parent community is fully aware of all of the events and activities happening on and around our campus	So that we can increase the % of parents agreeing that school/district encourages parent involvement by 5% as identified in the California Healthy Kids Survey
If we design events that are culturally relevant and celebrate the cultural diversity of the San Rafael community	The we can create a more inviting and worthwhile experience for our diverse parent community	

If.....Then.....(Provide your Theory of Action here)

IF Professional development in 2020-21 provides our site with a repository of standards-aligned, evidence based programs and practices for school and student improvement,

AND, Teachers access and implement appropriate instructional materials and practices based on students' zone of proximal development,

AND, Teachers improve their capacity to use standards-aligned, evidence based programs, resources and practices through quality teacher opportunities and with appropriate feedback aligned to student outcomes,

THEN, Students are supported by qualified/credentialed, effective teachers and leaders throughout their learning experience and improve achievement overall that are standards-aligned.

Our Children. Learning Today. Leading Tomorrow.

San Rafael Elementary

School Accountability Report Card Reported Using Data from the 2018—19 School Year California Department of Education

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

- For more information about SARC requirements, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fq/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

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

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Rodolfo Ramirez, Principal

Principal, San Rafael Elementary

About Our School

Contact

*San Rafael Elementary
1090 Nithsdale Rd.
Pasadena, CA 91105-1499*

*Phone: 626-396-5790
Email: ramirez.rodolfo@pusd.us*

About This School

Contact Information (School Year 2019—20)

District Contact Information (School Year 2019—20)	
District Name	Pasadena Unified
Phone Number	(626) 396-3600
Superintendent	Brian McDonald
Email Address	mcdonald.brian@pusd.us
Website	www.pusd.us

School Contact Information (School Year 2019—20)	
School Name	San Rafael Elementary
Street	1090 Nithsdale Rd.
City, State, Zip	Pasadena, Ca, 91105-1499
Phone Number	626-396-5790
Principal	Rodolfo Ramirez, Principal
Email Address	ramirez.rodolfo@pusd.us
Website	http://sanrafael.pusd.us
County-District-School (CDS) Code	19648816021729

Last updated: 12/31/2019

School Description and Mission Statement (School Year 2019—20)

San Rafael's academic community is fully committed to meeting the diverse needs of our student population. San Rafael Elementary School is a place where diversity is celebrated and creativity is encouraged. Our students, staff, parents, and community members work tirelessly to ensure that our school provides our students with the necessary learning experiences both in and out of the classroom that best prepares them for an ever-changing world.

San Rafael's Dual Language Immersion Program in Spanish is our "Signature Program" that has earned us the honor of being named a California Gold Ribbon School, a California Title I Academic Achievement School, and a California Distinguished School. Still, we are constantly looking for ways in which to improve our instructional delivery to positively support student achievement.

San Rafael's instructional delivery, in both English and Spanish, challenges and engages each student to reach for academic excellence. San Rafael students develop cognitive flexibility, which fosters personal confidence. In addition to the core curriculum which every child receives, San Rafael prides itself on developing community partnerships to support Visual and Performing Arts, Math, and Literacy in exciting and creative ways.

At San Rafael, our academic goals are for 63% of our students in grades 3-5 to score at the Met Standard or Exceeded Standard level in the area of Math and for 69% of our students in grades 3-5 to score at the Met Standard or Exceeded Standard level in the area of English Language Arts as measured by the 2019-2020 California Assessment of Student Performance and Progress (CAASPP).

San Rafael's Vision Statement

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

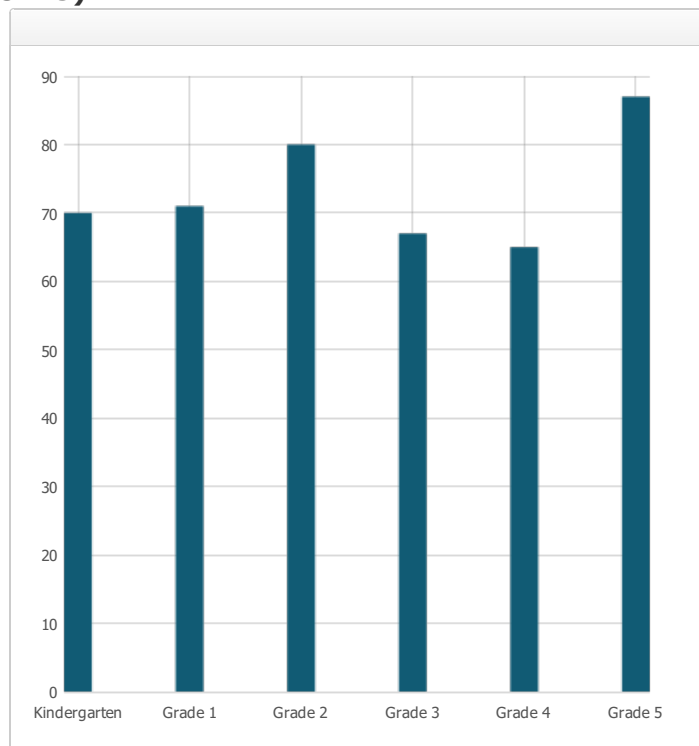
San Rafael's Mission Statement

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

Last updated: 1/12/2020

Student Enrollment by Grade Level (School Year 2018—19)

Grade Level	Number of Students
Kindergarten	70
Grade 1	71
Grade 2	80
Grade 3	67
Grade 4	65
Grade 5	87
Total Enrollment	440



Last updated: 12/31/2019

Student Enrollment by Student Group (School Year 2018—19)

Student Group	Percent of Total Enrollment
Black or African American	5.50 %
American Indian or Alaska Native	0.20 %
Asian	2.50 %
Filipino	1.10 %
Hispanic or Latino	66.60 %
Native Hawaiian or Pacific Islander	%
White	22.50 %
Two or More Races	1.40 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	35.00 %
English Learners	7.30 %
Students with Disabilities	11.10 %
Foster Youth	%
Homeless	0.20 %

A. Conditions of Learning

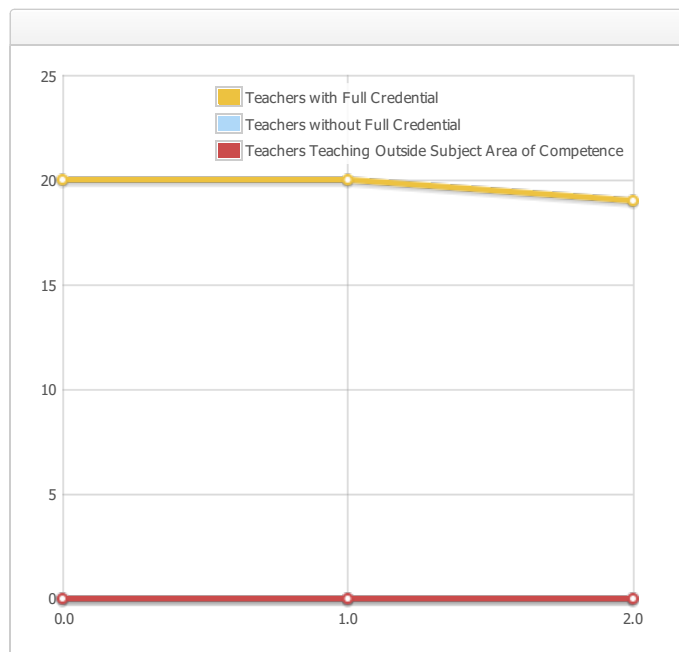
State Priority: Basic

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

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

Teacher Credentials

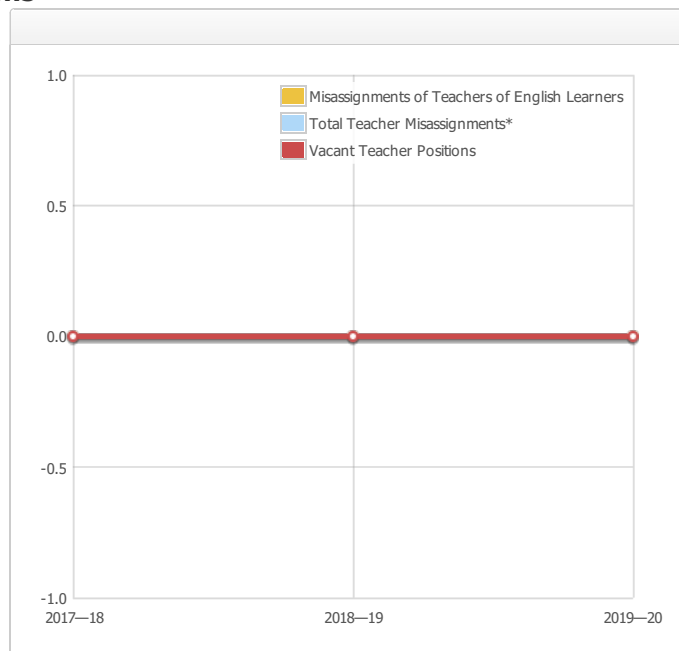
Teachers	School 2017 —18	School 2018 —19	School 2019 —20	District 2019— 20
With Full Credential	20	20	19	718
Without Full Credential	0	0	0	24
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	4



Last updated: 1/9/2020

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017— 18	2018— 19	2019— 20
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	0	0	0



Note: "Misassignments" refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

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

Last updated: 1/9/2020

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2019—20)

Year and month in which the data were collected: December 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	ELA K SRA/McGraw-Hill OCR/Big Books 2002 ELA 1-5 Reading/English SRA/McGraw-Hill OCR /Anthology 2002 ELD 1-5 Houghton Mifflin Read 180 2012	Yes	0.00 %
Mathematics	MATH K iReady common core Ready CCSS MATH INSTRUCTION -Student book 2017 MATH 1-5 iReady common core Ready CCSS MATH INSTRUCTION -Student book 2017 MATH - Spanish Dual Immersion K-2 iReady common core Ready CCSS SPANISH MATH INSTRUCTION -Student book 2017	Yes	0.00 %
Science	SCI K Houghton Mifflin Harcourt School Publishers California Science Kindergarten Big Book 2007 SCI 1-5 Houghton Mifflin Harcourt School Publishers California Science Lv. 1-5 2007 SCI- Spanish Dual Immersion K Houghton Mifflin Harcourt School Publishers California Ciencias Kindergarten Big Book 2007	Yes	0.00 %
History-Social Science	HSS K Scott Foresman History-Social Science for California: Learn & Work 2006 HSS 1 Scott Foresman History-Social Science for California: Time and Place 2006 HSS 2 Scott Foresman History-Social Science for California: Then and Now 2006 HSS 3 Scott Foresman History-Social Science for California: Our Communities 2006 HSS 4 Scott Foresman History-Social Science for California Our California 2006 HSS 5 Scott Foresman History-Social Science for California: Our Nation 2006 HSS-Dual Immersion K Scott Foresman Spanish- History Science for California: Learn & Work 2006 HSS - Dual Immersion 1 Scott Foresman Spanish - History-Social Science for California: Time and Place 2006 HSS - Dual Immersion 2 Scott Foresman Spanish - History-Social Science for California: Then and Now 2006 HSS - Dual Immersion 3 Scott Foresman Spanish - History-Social Science for California: Our Communities 2006 HSS - Dual Immersion 4 Scott Foresman Spanish - History-Social Science for California: Nuestra California 2006 HSS- Dual Immersion 5 Scott Foresman History-Social Science for California: Nuestra Nacion 2006	Yes	0.00 %
Foreign Language			0.00 %
Health			0.00 %
Visual and Performing Arts	VAPA Art K-12 SRA Art Connections 2008 VAPA Music K-12 Silver Burdett, Making Music 2008	Yes	0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 12/31/2019

School Facility Conditions and Planned Improvements

San Rafael Elementary School was originally constructed in 1915 and is currently comprised of 21 classrooms, a staff lounge, a multipurpose room, two playgrounds, a cafeteria, and an auditorium. Recent facility improvements include installing ceiling-mounted projectors in every classroom, a new audio-visual system in the auditorium, replacing the roof of the auditorium, placing backpack "hooks" outside of every classroom, replacement of ceiling tiles in the main building and Building C, replacement of some windows in Building B, and a new shade structure in the Pergola area.

San Rafael Elementary School provides a safe and clean environment for students, staff, and volunteers. The district governing board has adopted cleaning standards for all schools in the district. Basic cleaning operations are performed on a daily basis throughout the school year with an emphasis on classrooms and restrooms. A joint effort between students and staff helps keep the campus clean and litter-free. The Principal works daily with the custodians to develop sanitation schedules that ensure a clean, safe, and functional learning environment.

A scheduled maintenance program is administered by San Rafael Elementary School's custodial staff on a regular basis, with heavy maintenance functions occurring during vacation periods. Additionally, a scheduled maintenance program is administered by the Pasadena Unified School District to ensure that school grounds and facilities remain in excellent repair. A work order process is used when issues arise that require immediate attention. Emergency repairs are given the highest priority; repair requests are completed efficiently and in the order in which they are received.

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

PUSD has adopted cleaning standards for all schools in the District.

Last updated: 1/12/2020

School Facility Good Repair Status

Year and month of the most recent FIT report: December 2019

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

Overall Facility Rate

Year and month of the most recent FIT report: December 2019

Overall Rating	Good
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Last updated: 1/11/2020

B. Pupil Outcomes

State Priority: Pupil Achievement

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

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
English Language Arts / Literacy (grades 3-8 and 11)	65.0%	61.0%	45.0%	46.0%	50.0%	50.0%
Mathematics (grades 3-8 and 11)	58.0%	51.0%	35.0%	35.0%	38.0%	39.0%

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Last updated: 1/1/2020

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	219	213	97.26%	2.74%	60.56%
Male	120	116	96.67%	3.33%	53.45%
Female	99	97	97.98%	2.02%	69.07%
Black or African American	15	15	100.00%	0.00%	46.67%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	137	134	97.81%	2.19%	52.24%
Native Hawaiian or Pacific Islander					
White	57	54	94.74%	5.26%	83.33%
Two or More Races					
Socioeconomically Disadvantaged	81	80	98.77%	1.23%	41.25%
English Learners	35	35	100.00%	0.00%	22.86%
Students with Disabilities	35	33	94.29%	5.71%	30.30%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/2020

CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2018—19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	219	214	97.72%	2.28%	51.40%
Male	120	117	97.50%	2.50%	51.28%
Female	99	97	97.98%	2.02%	51.55%
Black or African American	15	15	100.00%	0.00%	33.33%
American Indian or Alaska Native					
Asian	--	--	--	--	
Filipino	--	--	--	--	
Hispanic or Latino	137	134	97.81%	2.19%	44.03%
Native Hawaiian or Pacific Islander					
White	57	55	96.49%	3.51%	72.73%
Two or More Races					
Socioeconomically Disadvantaged	81	80	98.77%	1.23%	28.75%
English Learners	35	35	100.00%	0.00%	17.14%
Students with Disabilities	35	33	94.29%	5.71%	24.24%
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

Note: Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3--Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Last updated: 1/1/2020

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

Subject	School 2017—18	School 2018—19	District 2017—18	District 2018—19	State 2017—18	State 2018—19
Science (grades 5, 8, and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018–19 school year. However, these data are not available for inclusion in the 2018–19 SARC posting due February 1, 2020. These data will be included in the 2019–20 SARC posting due February 1, 2021.

Last updated: 1/1/2020

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2018—19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	10.30%	17.20%	63.20%

Note: Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Last updated: 1/9/2020

C. Engagement

State Priority: Parental Involvement

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

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

Opportunities for Parental Involvement (School Year 2019—20)

The Pasadena Unified School District provides parent education opportunities through Parent University to enhance parenting skills, explanation of curriculum and academic assessments, academic support at home, social-emotional growth, advocacy, technology, leadership, etc. Additionally, encourages and recruits parents to volunteer in schools and take leadership roles in parent advisory committees at schools and at the District level.

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

State Priority: Pupil Engagement

Last updated: 1/12/2020

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

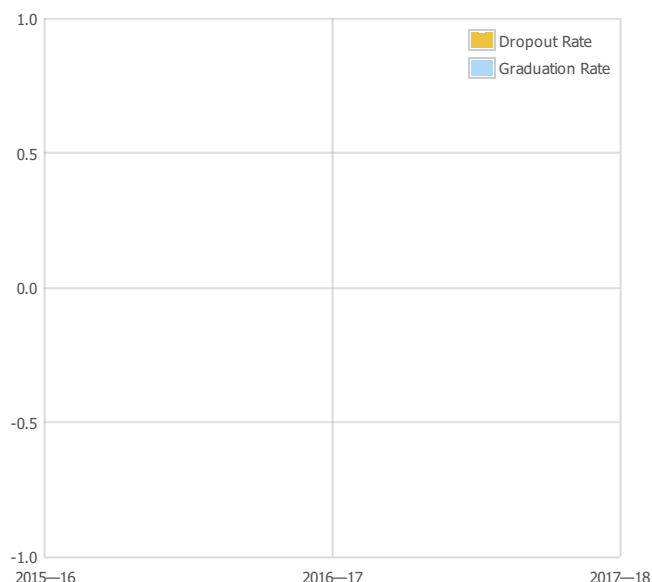
- High school dropout rates; and
- High school graduation rates

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

Indicator	School 2015—16	District 2015—16	State 2015—16
Dropout Rate	--	10.00%	9.70%
Graduation Rate	--	82.20%	83.80%

Indicator	School 2016—17	School 2017—18	District 2016—17	District 2017—18	State 2016—17	State 2017—18
Dropout Rate	--	--	--	7.90%	9.10%	9.60%
Graduation Rate	--	--	--	80.30%	82.70%	83.00%

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart



For the formula to calculate the 2016–17 and 2017–18 adjusted cohort graduation rate, see the 2018–19 Data Element Definitions document located on the SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.

Last updated: 1/1/2020

State Priority: School Climate

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

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

Suspensions and Expulsions

Rate	School 2016—17	School 2017—18	School 2018—19	District 2016—17	District 2017—18	District 2018—19	State 2016—17	State 2017—18	State 2018—19
Suspensions	0.20%	0.40%	0.20%	4.60%	4.50%	4.60%	3.60%	3.50%	3.50%
Expulsions	0.00%	0.00%	0.00%	0.00%	0.00%	0.00%	0.10%	0.10%	0.10%

Last updated: 1/1/2020

School Safety Plan (School Year 2019—20)

The safety of students and staff is a primary concern of San Rafael Elementary School. All visitors to the campus must sign-in at our front office and must wear a visitor's pass at all times. Supervision is provided to ensure the safety of each student before school, during breaks, at lunch, and after school. Supervision is a responsibility shared among noon supervisors, teachers, and the administration. The School Site Safety Plan is updated annually by the Safety Committee, which consists of the Principal, resource staff, teacher representatives, parents, and the custodian. Any revisions to the plan are shared immediately with the staff.

The San Rafael Safe School Plan as most recently updated and reviewed with school staff and personnel in the spring of 2019. The key element of the School Site Safety Plan is preventing behavior problems through character education and on-site mental health services provided by Hillsides Counseling. The school is in compliance with the laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. The school's disaster preparedness plan includes steps for ensuring student and staff safety during a disaster. Fire and disaster drills are conducted monthly on a rotating schedule throughout the school year.

Last updated: 1/12/2020

D. Other SARC Information

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

Average Class Size and Class Size Distribution (Elementary) School Year (2016—17)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		4	
1	25.00		3	
2	23.00		3	
3	24.00		4	
4	33.00			2
5	23.00	1	2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2017—18)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	25.00		3	
1	21.00	1	3	
2	22.00		3	
3	24.00		3	
4	30.00		3	
5	32.00		2	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) School Year (2018—19)

Grade Level	Average Class Size	Number of Classes * 1-20	Number of Classes * 21-32	Number of Classes * 33+
K	23.00		3	
1	24.00		3	
2	20.00	2	2	
3	22.00		3	
4	33.00		1	1
5	29.00		3	
6				
Other**				

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018—19)

Title	Ratio**
Counselors*	0.00

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

**Average Number of Pupils per Counselor

Last updated: 1/1/2020

Student Support Services Staff (School Year 2018—19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	2.00
Other	1.00

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

Last updated: 1/1/2020

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017—18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6273.41	\$826.58	\$5446.83	\$69199.43
District	N/A	N/A	\$6032.72	\$72777.79
Percent Difference – School Site and District	N/A	N/A	-9.71%	-4.92%
State	N/A	N/A	\$7506.64	\$82031.00
Percent Difference – School Site and State	N/A	N/A	-27.44%	-15.64%

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

Last updated: 1/9/2020

Types of Services Funded (Fiscal Year 2018—19)

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

Classroom teachers are supported by our DLIP-TOSA and our Literacy Coach. In addition to the credentialed staff, the school is also served by a Principal, Office Manager, Clerk Typist, custodians, part-time School Nurse, Health Clerk, and Project Aides. San Rafael no longer receives Title I funding so fundraising efforts have been ramped up to allow our school to provide our students and staff with a full-time Physical Education Teacher, a full-time Artist in Residence, a part-time Music Teacher, and to pay for our Instructional aides.

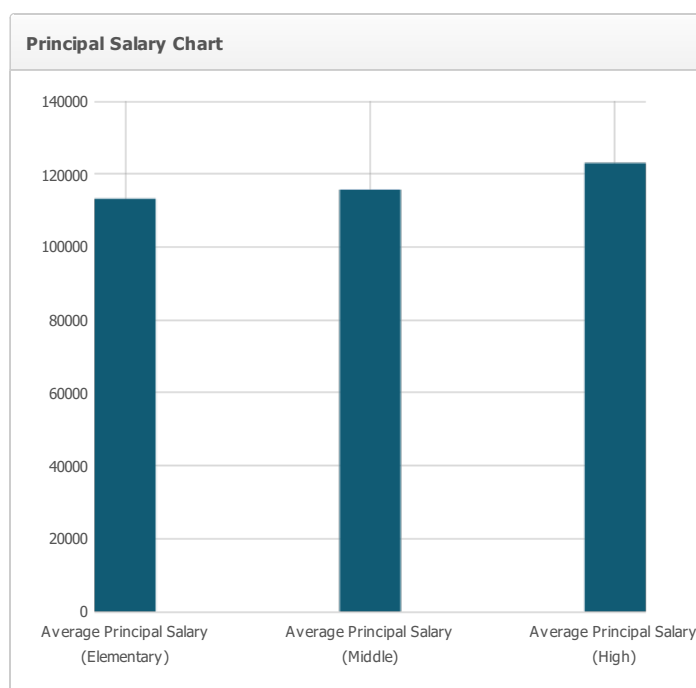
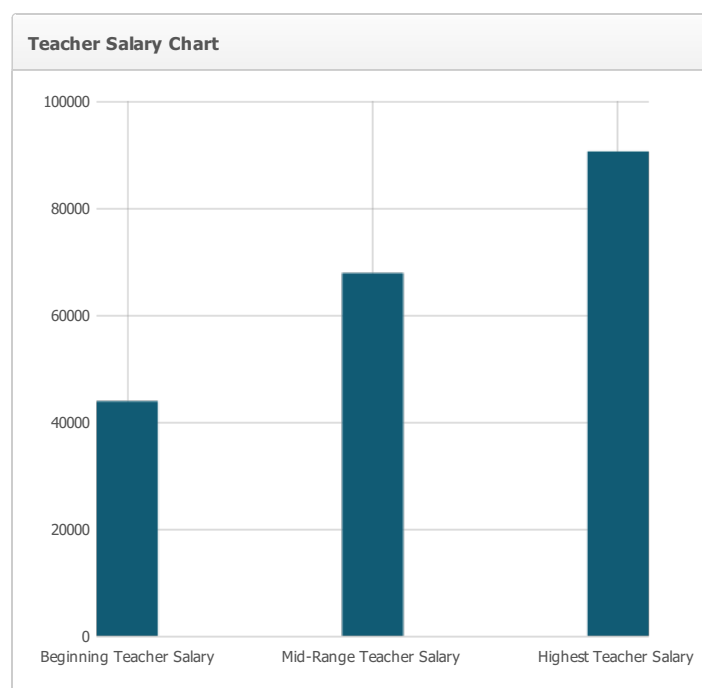
Hillsides Agency provides school-based mental health services to students who qualify. Special education students receive services according to their Individualized Education Programs (IEP) which include, but are not limited to, speech and language therapy, occupational therapy, behavioral services, and adapted physical education. San Rafael also has a special education instructional assistant that helps support the educational program of students within the general education setting.

Last updated: 1/12/2020

Teacher and Administrative Salaries (Fiscal Year 2017—18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,901	\$51,374
Mid-Range Teacher Salary	\$67,859	\$80,151
Highest Teacher Salary	\$90,585	\$100,143
Average Principal Salary (Elementary)	\$113,223	\$126,896
Average Principal Salary (Middle)	\$115,692	\$133,668
Average Principal Salary (High)	\$123,024	\$143,746
Superintendent Salary	\$261,768	\$245,810
Percent of Budget for Teacher Salaries	29.00%	35.00%
Percent of Budget for Administrative Salaries	6.00%	5.00%

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



Last updated: 1/9/2020

Advanced Placement (AP) Courses (School Year 2018—19)

Subject	Number of AP Courses Offered*	Percent of Students In AP Courses
Computer Science	0	N/A
English	0	N/A
Fine and Performing Arts	0	N/A
Foreign Language	0	N/A
Mathematics	0	N/A
Science	0	N/A
Social Science	0	N/A
All Courses	0	0.00%

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

*Where there are student course enrollments of at least one student.

Last updated: 1/1/2020

Professional Development

Measure	2017—18	2018—19	2019—20
Number of school days dedicated to Staff Development and Continuous Improvement	19	18	18



Pasadena Unified School District

Instructional Services

GIFTED AND TALENTED EDUCATION

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

Rubric

- 1 = This is an established practice that has been in place since before the 2020-21 school year.
2 = This practice is being implemented for the first time during the 2020-21 school year.
3 = This practice is being developed now to be implemented during the 2020-21 b school year.

Section 1: Program Design

- 1:1 The plan for the district program has a written statement of philosophy, goals, and standards appropriate to the needs and abilities of gifted learners.
1:2 The program provides administrative groupings and structures appropriate for gifted education and available to all gifted learners.
1:3 The program is articulated with the general education programs.

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

Section 2: Identification			
2:1 The nomination/referral process is ongoing.			
2:2 An assessment/identification process is in place to ensure that all potentially gifted students are appropriately assessed for identification as gifted students.			
2:3 Multiple service options are available within the gifted education program and between other educational programs. Placement is based on the assessed needs of the student and is periodically reviewed.			
	1	2	3
Has a process been developed at the school for teachers and/or parents to request that any student in grades 2-8 be evaluated for GATE identification?			
Is there a plan to articulate the plan above to parents and teachers on an annual basis?			
Does the plan inform parents and teachers of the GATE referral window of August - September?			
Does the school testing calendar include GATE testing administered by classroom teachers in grades 2 during the GATE testing window of October?			
Has a process been developed at the school to review research-based characteristics of giftedness with all teachers, but with special emphasis on 2 nd grade teachers?			
Section 3: Curriculum and Instruction			
3:1 A differentiated curriculum is in place, responsive to the needs, interests, and abilities of gifted students.			
3:2 The differentiated curriculum for gifted students is supported by appropriate structures and resources.			
	1	2	3
<u>Elementary</u>			
Are teachers trained on the development and implementation of an Individual Learning Plan (ILP) for GATE students?			
Do all teachers include a discussion of the ILP during the October parent conference for GATE students?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options implemented in the classrooms with GATE clusters:			
• Individual Learning Plan			
• Independent projects/Independent Study/Interest based enrichment opportunities			
• Curriculum compacting			
• IB program			
• Kaplan's prompts of depth and complexity			
• Thinking like a disciplinarian			
• Integration of creative and critical thinking clusters			
• Thematic learning across disciplines			
• Scholarly Dispositions			

	1	2	3
<u>Middle School</u>			
Are high-achieving GATE students placed in accelerated or honors classes?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Honors class • Pre-AP classes • IB classes • Enrichment classes • Vertical subject-matter acceleration • Options for GATE Advisory 			
<u>High School</u>			
Do honors classes offered in the core subject areas of ELA and math provide a more rigorous educational experience?			
Does differentiation of instruction focus on the depth and complexity of content, advanced or accelerated pacing, and the unique expression and application of student understanding?			
Are GATE students monitored for under-achievement and provided with one-on-one counseling to address their needs?			
Are Advanced Placement classes available?			
Is the IB diploma/certificate program available?			
Do students qualify for enrollment in Honors, Advanced Placement, and/or IB classes based on teacher recommendation, GPA, grades in the specific subject, standardized test scores, and/or portfolio or demonstration options?			
Are the following instructional options used in the development of the School GATE Plan: <ul style="list-style-type: none"> • Honors classes • AP classes • IB classes • Career Pathways classes/Independent Study • Vertical subject-matter acceleration • Options for GATE Advisory 			
<u>All Grades</u>			
Does the Principal provide leadership in supervising and monitoring implementation of the GATE Principals Checklist to ensure that GATE students are receiving an appropriate education?			
Does the Principal lead the work of the School GATE Team (Principal, GATE Site Representative, GATE Parent Representative) to review and modify the GATE Principals Checklist annually as needed?			
Does the School Site Council review and approve the GATE Principal's Checklist annually?			

Do students have an opportunity to provide input on their educational experience and the level to which their needs are being met?			
Is the GATE Principal's Checklist developed in response to the specific and varied learning needs of the individual school population?			
Section 4: Social and Emotional Development			
4:1 Actions to meet the affective needs of gifted students are ongoing.			
4:2 At risk gifted students are monitored and provided support (e.g. underachievement, symptoms of depression, suicide, substance abuse).			
	1	2	3
Do schools provide enrichment activities that foster social interaction among GATE students?			
Do elementary GATE students have the opportunity to visit secondary schools and/or shadow secondary students in Honors or AP classes to help ease anxiety about transitioning to secondary school?			
Are high school students informed of the opportunity for concurrent enrollment at Pasadena City College?			
Do GATE students have access to small-group counseling sessions offered at the school and are made aware of services available outside of the school?			
Do middle and high school students have an option for a GATE focused advisory to support their specific social & emotional needs?			
Section 5: Professional Development			
5:1 The district provides professional development opportunities related to gifted learners on a regular basis.			
	1	2	3
Does the Principal schedule time for the GATE Specialist to provide professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • PUSD GATE Program Overview • GATE Identification Process • Characteristics of Gifted Learners from Diverse Populations • How to get or renew GATE Certification • How to create and use the Individual Learning Plan 			
Does the Principal schedule other GATE related professional development at the school site during A meetings on any of the following topics: <ul style="list-style-type: none"> • Kaplan's Prompts of Depth and Complexity/Content Imperatives • Acceleration of content (Universal Themes and Big Ideas) • Differentiation of skill, product, process • Critical and Creative thinking • Independent Study/Developing an Interest • Characteristics of Giftedness • Scholarly Behaviors (Thinking like a Disciplinarian) • Interdisciplinary lesson development 			

Section 6: Parent and Community Involvement

6:1 Open communication with parents and the community is maintained.

6:2 An active GATE advisory committee with parent involvement is supported by the district.

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

Section 7: Program Assessment

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

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

Based on the above needs assessment, identify a SMART goal for 2020-21 for GATE at your school site:

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

School:

Date Approved By School Site Council:

Dates and times of calendared site GATE advisory meetings 2020-21:

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