

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Don Benito Fundamental School	19-64881-6021554	June 3, 2025	

Purpose and Description

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

Schoolwide Program

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Review and planning for the SPSA involved multiple meetings with the School Site Council. Meetings were held monthly via Zoom meeting and in person. Data was presented at the meetings showing CA Dashboard data and iReady schoolwide data. ELPAC scores were also shared. Multiple attempts to revive the English Language Advisory Committee to discuss data and receive input were poorly attended and did not reach quorum. Similar attempts to establish an African American Parent Council were not successful. Efforts were impacted strongly by the Eaton Fire.

Teachers reviewed data at outset of the year from the prior year. Updated data sets were presented to teachers throughout the year in staff meetings and Professional Learning Community meetings using benchmark data from various resources.

Principal Maynard met with District leadership to review data and progress monitoring on prior SPSA goals and discussion on potential targets for the upcoming year. This information was relayed to School Site Council and to teachers in staff meeting.

Resource Inequities

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

For the 2025-2026 School Year, Don Benito Elementary will receive \$37,620 in LCAP funds, \$43,054 in Title 1 funds and \$29,402 in General funds, totaling \$110,076. This is a \$5,220 decrease in LCAP, a \$10,988, decrease in Title 1 funds, a \$25 increase in General funds. This represents a total reduction of \$16,183 from the 2024-2025 budget. The decrease is due to decreasing enrollment in the school, inclusive of Title 1 students and non-Title 1. The reduction in funds will impact the school in multiple ways, mostly through increased dependence on outside resources such as the school Annual Fund to fund additional aides on campus to support supervision.

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

Percentage of Socioeconomically Disadvantaged Students by Year:

2023-24 57.8% (static from '22-'23)

2022-23 57.8%

2021-22 52.7%

2020-21 53.5%

2019-20 50.0%

School Vision and Mission

Don Benito's Mission

At Don Benito, we are a diverse learning community growing together as global citizens and leaders. We value positive relationships based on mutual respect and collaboration. A growth mindset is instrumental in developing learners who are curious, motivated to think critically, creative in developing solutions and strong communicators.

At Don Benito we are committed to:

- providing rich curriculum, based on research based best practices;
- building the whole child; an interdisciplinary approach integrates the arts, technology, innovation and social emotional learning;
- developing responsible citizens

Don Benito Elementary School's Safe School Vision

1. Don Benito Elementary School will provide a safe, orderly, and secure environment conducive to learning.

2. Don Benito Elementary School will create a school in which pupils will attend regularly and be safe from both physical and social-psychological harm.
3. Don Benito Elementary School will work collaboratively with the district office and school board to identify, establish and use strategies and programs to comply with school safety laws.
4. Don Benito Elementary School will develop a plan to work cooperatively and collaboratively with parents, pupils, teachers, administrators, counselors and community agencies, including law enforcement, to provide a safe and orderly school and neighborhood.
5. Don Benito Elementary School will develop an academic program that will focus on high expectations of pupil performance and behavior in all aspects of the school experience.
6. Don Benito Elementary School will work collaboratively with other elementary, middle schools and high schools to assist in a smooth transition from one school level to another.
7. Don Benito Elementary School will solicit the participation, views, and advice of teachers, parents, school administrators, and community members and use this information to promote the safety of our pupils, staff and community.

At Don Benito we are committed to creating a school that knows no limits to the academic success of each student.

School Profile

Don Benito Elementary School is one of twenty-three schools in the Pasadena Unified School District. Don Benito Elementary School has an 355 pupil body and is served by a dedicated staff. Both staff and parents comment on the positive changes that are ongoing in our school. Don Benito Elementary School has a priority in maintaining a safe school environment. This section of the Comprehensive School Safety Plan will describe programs in place at our school as well as strategies and programs of our School Site Council for continued improvement in providing a safe, orderly, school environment conducive to learning.

School Crime Status and Reporting

All issues are to be reported directly to the Don Benito School office and Administration.

Personal Characteristics of Pupil & Staff

Don Benito Elementary School is one of 14 elementary schools in the Pasadena Unified School District, which also includes three middle schools, and five high schools. Upon entering the campus, one is greeted by colorful murals depicting scenes from favorite children's books. This serves to create a calm and friendly environment that is inviting for both children and adults. We have a staff of 52 and 396 students. There are additional agency aides that serve students with special needs. Don Benito is a neighborhood school. We have very active parents who volunteer their time for many school activities and support several parent groups.

Additional Data

Student enrollment figures/trends-This year we have 355 students. Currently, about 25% of our students reside in the neighborhood. Each year, our site participates in generating the open spaces for the following year and then those spaces are selected through the lottery. Attendance is critical to academic achievement and regular daily attendance is a priority at Don Benito Elementary School. Attendance, tardy, and truancy policies are clearly stated, consistently enforced, and consequences fairly administered. Parents are advised of their responsibilities, including proper notification of when and why students are absent. Independent study is available for students who require extended leaves from school. The school monitors student attendance very closely and reports excessive unexcused absences to designated authorities.

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

Don Benito Elementary School had an enrollment of 355 pupils in 2024-2025. Approximately 58% of the pupils are in families receiving Aid to Families with Dependent Children that are eligible for free/reduce lunches. The ethnic makeup of the pupil population is 51% Hispanic, 9% African American, 19% Caucasian 15% multi-ethnic, and 6% other. Our pupils have a variety of life. experiences. Some pupils have recently arrived from foreign countries while others have lived in Pasadena for the duration of their schooling experience.

Curriculum and Educational Activities

The course of study includes the basic core curriculum, physical education, art and music classes. The core curriculum includes Ready Math and iReady Math, Heggerty Phonics, Balanced Literacy Program, StemScopes Science, and TCM Social Studies, and Second Step social-emotional learning. All instruction is grounded in the California Common Core State Standards and 21st Century Learning Skills..

Pupils have the opportunity to participate in noon and after-school activities. These include Art classes, Library, City of Pasadena' Parks and Rec. and LEARNS and more.

Staff provides opportunities and additional activities open to pupils in the areas of teacher tutoring during asynchronous learning and after school. Don Benito has a yearly talent show, an all school choir, an advanced choir, an orchestra (3-5), and play organized by teachers and parent volunteers. Students have the opportunity to participate in school wide activities such as the district African American History Bee, Spelling Bee, Innovation Club, Math Club and Math Field Day. Upper grade students have the opportunity to be part of Student Council leadership.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.25%	0	0	1
African American	8.79%	6.22%	6.78%	34	24	27
Asian	4.65%	5.7%	5.28%	18	22	21
Filipino	2.84%	2.85%	3.52%	11	11	14
Hispanic/Latino	46.77%	48.7%	48.99%	181	188	195
Pacific Islander	%	0%	%	0	0	
White	28.94%	27.72%	25.88%	112	107	103
Multiple/No Response	6.46%	7.25%	7.04%	25	28	28
Total Enrollment				387	386	398

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	48	67	49
Grade 1	69	56	47
Grade 2	61	68	54
Grade 3	69	64	75
Grade 4	70	67	66
Grade 5	70	64	72
Total Enrollment	387	386	398

Conclusions based on this data:

1. Don Benito continues to experience year over year decline in enrollment; this includes cohort sizes diminishing year over year.
2. Hispanic/Latino student enrollment has increased. With this increase coupled with the decrease in overall population, the % of Hispanic/Latino student enrollment has increased.
3. African American student enrollment has demonstrated to be a fluctuating percentage of the school demographics.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	36	36	43	8.1%	9.3%	10.8%
Fluent English Proficient (FEP)	29	31	40	5.9%	7.5%	10.1%
Reclassified Fluent English Proficient (RFEP)				5.3%		

Conclusions based on this data:

1. EL Learners continues to increase as a percentage of the school as well as FEP in year over year has implications on classroom practices; monitoring of these students as well as interventions should increase.
2. Don Benito shifted away from hiring an intervention teacher, and instead had 4 teachers trained in the Language Power program and are doing small group interventions to address the increasing numbers of EL students.
3. Continued training and implementation of in class regular interventions is needed to address the increasing number of ELs.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	70	68	75	70	66	74	70	66	74	100.0	97.1	98.7
Grade 4	65	65	63	63	65	62	63	65	62	96.9	100.0	98.4
Grade 5	68	63	69	68	62	67	68	62	67	100.0	98.4	97.1
All Grades	203	196	207	201	193	203	201	193	203	99.0	98.5	98.1

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2420.	2416.	2418.	25.71	25.76	27.03	17.14	18.18	21.62	25.71	21.21	17.57	31.43	34.85	33.78
Grade 4	2463.	2472.	2455.	25.40	35.38	30.65	22.22	16.92	12.90	19.05	12.31	19.35	33.33	35.38	37.10
Grade 5	2513.	2545.	2510.	33.82	40.32	28.36	19.12	24.19	26.87	19.12	19.35	13.43	27.94	16.13	31.34
All Grades	N/A	N/A	N/A	28.36	33.68	28.57	19.40	19.69	20.69	21.39	17.62	16.75	30.85	29.02	33.99

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	
Grade 3	24.29	18.18	18.92	52.86	57.58	59.46	22.86	24.24	21.62	
Grade 4	14.29	20.00	19.35	61.90	63.08	61.29	23.81	16.92	19.35	
Grade 5	23.53	25.81	28.36	63.24	59.68	53.73	13.24	14.52	17.91	
All Grades	20.90	21.24	22.17	59.20	60.10	58.13	19.90	18.65	19.70	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	21.43	21.21	14.86	50.00	48.48	43.24	28.57	30.30	41.89
Grade 4	17.46	23.08	16.13	61.90	46.15	56.45	20.63	30.77	27.42
Grade 5	26.47	32.79	29.85	51.47	55.74	46.27	22.06	11.48	23.88
All Grades	21.89	25.52	20.20	54.23	50.00	48.28	23.88	24.48	31.53

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	18.57	7.58	13.51	61.43	78.79	70.27	20.00	13.64	16.22
Grade 4	14.29	13.85	14.52	69.84	69.23	75.81	15.87	16.92	9.68
Grade 5	13.24	20.97	13.43	72.06	70.97	71.64	14.71	8.06	14.93
All Grades	15.42	13.99	13.79	67.66	73.06	72.41	16.92	12.95	13.79

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.14	12.12	24.32	64.29	54.55	50.00	18.57	33.33	25.68
Grade 4	12.70	26.15	6.45	77.78	46.15	82.26	9.52	27.69	11.29
Grade 5	25.00	25.81	20.90	52.94	66.13	59.70	22.06	8.06	19.40
All Grades	18.41	21.24	17.73	64.68	55.44	63.05	16.92	23.32	19.21

Conclusions based on this data:

1. Don Benito saw some positive outcomes year over year in student growth on the state test with 2 of 4 categories showing reduction in % below standard.
2. The highest area of need is in producing clear and purposeful writing, with nearly 1/3 of all students scoring below standard.
3. Reading literary and non-fiction showed the most positive growth in Don Benito, with minor increase across all grade levels.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	70	68	75	70	65	74	70	65	74	100.0	95.6	98.7
Grade 4	65	65	63	63	65	63	63	65	63	96.9	100.0	100
Grade 5	68	63	69	68	60	67	68	60	67	100.0	95.2	97.1
All Grades	203	196	207	201	190	204	201	190	204	99.0	96.9	98.6

* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2429.	2439.	2407.	24.29	23.08	21.62	25.71	26.15	21.62	18.57	26.15	17.57	31.43	24.62	39.19
Grade 4	2467.	2475.	2477.	15.87	32.31	26.98	30.16	15.38	23.81	25.40	20.00	22.22	28.57	32.31	26.98
Grade 5	2486.	2493.	2494.	23.53	13.33	25.37	13.24	21.67	13.43	25.00	35.00	25.37	38.24	30.00	35.82
All Grades	N/A	N/A	N/A	21.39	23.16	24.51	22.89	21.05	19.61	22.89	26.84	21.57	32.84	28.95	34.31

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	28.57	30.77	20.27	44.29	46.15	47.30	27.14	23.08	32.43
Grade 4	22.22	27.69	20.63	46.03	36.92	47.62	31.75	35.38	31.75
Grade 5	23.53	18.33	17.91	48.53	56.67	58.21	27.94	25.00	23.88
All Grades	24.88	25.79	19.61	46.27	46.32	50.98	28.86	27.89	29.41

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	24.29	30.77	22.97	51.43	52.31	43.24	24.29	16.92	33.78
Grade 4	20.63	29.23	23.81	49.21	46.15	58.73	30.16	24.62	17.46
Grade 5	20.59	5.00	23.88	48.53	70.00	46.27	30.88	25.00	29.85
All Grades	21.89	22.11	23.53	49.75	55.79	49.02	28.36	22.11	27.45

Conclusions based on this data:

1. Math % below standard increased in all categories from 22-23 to 23-24.
2. Problem Solving is an area of high need with nearly 1/3 of students falling in the % below standard.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	1399.2	*	*	1407.2	*	*	1380.1	*	6	12
1	*	*	*	*	*	*	*	*	*	*	5	4
2	*	*	*	*	*	*	*	*	*	5	*	4
3	*	*	*	*	*	*	*	*	*	9	9	*
4	*	*	1486.5	*	*	1487.2	*	*	1485.3	9	9	11
5	*	*	*	*	*	*	*	*	*	5	5	9
All Grades										33	36	43

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	16.67	*	*	25.00	*	*	25.00	*	*	33.33	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	9.09	*	*	36.36	*	*	27.27	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	18.18	13.89	9.30	42.42	41.67	27.91	21.21	30.56	32.56	18.18	13.89	30.23	33	36	43

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	8.33	*	*	33.33	*	*	25.00	*	*	33.33	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	27.27	*	*	36.36	*	*	9.09	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	42.42	36.11	20.93	33.33	38.89	30.23	12.12	16.67	23.26	12.12	8.33	25.58	33	36	43

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	16.67	*	*	16.67	*	*	25.00	*	*	41.67	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	0.00	*	*	27.27	*	*	36.36	*	*	36.36	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.03	5.56	4.65	27.27	13.89	13.95	42.42	61.11	37.21	27.27	19.44	44.19	33	36	43

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	25.00	*	*	50.00	*	*	25.00	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	30.30	19.44	23.26	42.42	69.44	58.14	27.27	11.11	18.60	33	36	43

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	8.33	*	*	58.33	*	*	33.33	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	36.36	*	*	36.36	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	63.64	47.22	27.91	27.27	44.44	41.86	9.09	8.33	30.23	33	36	43

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	16.67	*	*	58.33	*	*	25.00	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	0.00	*	*	54.55	*	*	45.45	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	3.03	8.33	6.98	54.55	58.33	48.84	42.42	33.33	44.19	33	36	43

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	33.33	*	*	16.67	*	*	50.00	*	*	12
1	*	*	*	*	*	*	*	*	*	*	*	*
2	*	*	*	*	*	*	*	*	*	*	*	*
3	*	*	*	*	*	*	*	*	*	*	*	*
4	*	*	9.09	*	*	63.64	*	*	27.27	*	*	11
5	*	*	*	*	*	*	*	*	*	*	*	*
All Grades	12.12	27.78	11.63	72.73	55.56	48.84	15.15	16.67	39.53	33	36	43

Conclusions based on this data:

1. The number of students taking the ELPAC shows a consistent growth at Don Benito, with 23-24 showing an increase of more than 2 times the increase from prior year.
2. The number of students who demonstrated well developed significantly decreased from 22-23.
3. More than 80% of our students taking the ELPAC are not at Well Developed. An emphasis on these lower students needs to be built up in the 25-26 school year.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
398	58%	10.8%	0.5%
Total Number of Students enrolled in Don Benito Fundamental School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	43	10.8%
Foster Youth	2	0.5%
Homeless	3	0.8%
Socioeconomically Disadvantaged	231	58%
Students with Disabilities	82	20.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	27	6.8%
American Indian	1	0.3%
Asian	21	5.3%
Filipino	14	3.5%
Hispanic	195	49%
Two or More Races	28	7%
Pacific Islander	0	0.0%
White	103	25.9%

Conclusions based on this data:

- Hispanic and white (non-hispanic) represent the largest population group at Don Benito as more than 75% of the total population.

2. The African American population has represented an increasing % of the population at Don Benito.
3. The number of Socioeconomically Disadvantaged families continues to grow and is approaching 2/3 of the population. Additional training on working with this specific demographic should be emphasized throughout the school year.

School and Student Performance Data

Overall Performance

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	Chronic Absenteeism Yellow	Suspension Rate Green
Mathematics Yellow		
English Learner Progress No Performance Color		

Conclusions based on this data:

1. English language Arts represents the area of greatest need for Don Benito. Scores dropped significantly year over year.
2. Chronic absenteeism has been addressed through SART meetings and frequent messaging, but continues to be an area of improvement need for the school.

School and Student Performance Data

Academic Performance English Language Arts

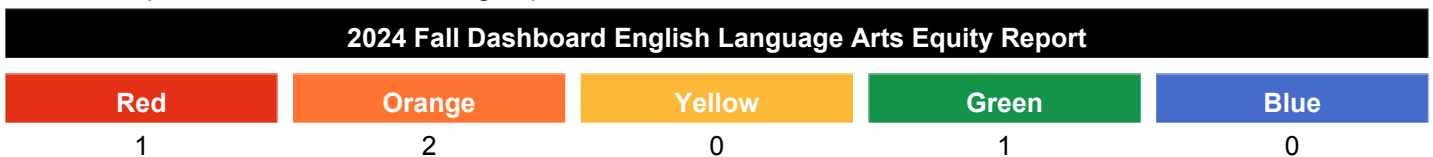
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This section provides number of student groups in each level.



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

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>8.8 points below standard</p> <p>Declined 20.3 points</p> <p>205 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>89.5 points below standard</p> <p>Declined 18.6 points</p> <p>24 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>39.7 points below standard</p> <p>Declined 16.6 points</p> <p>126 Students</p>

<p>Students with Disabilities</p>  <p>Red</p> <p>109.7 points below standard</p> <p>Declined 24.7 points</p> <p>49 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>52.7 points below standard</p> <p>Increased 9.6 points</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>45.5 points below standard</p> <p>Declined 28.1 points</p> <p>101 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>79.0 points above standard</p> <p>Declined 5.6 points</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>29.2 points above standard</p> <p>Declined 12.8 points</p> <p>56 Students</p>

Conclusions based on this data:

1. All categories on the Dashboard showed a decline; a school wide focus on changing practice to support a changing demographic needs to be implemented school wide.
2. The largest subgroup, socioeconomically disadvantaged students, showed a minor decrease, nearly erasing the 19 point increase from the year prior.

School and Student Performance Data

Academic Performance Mathematics

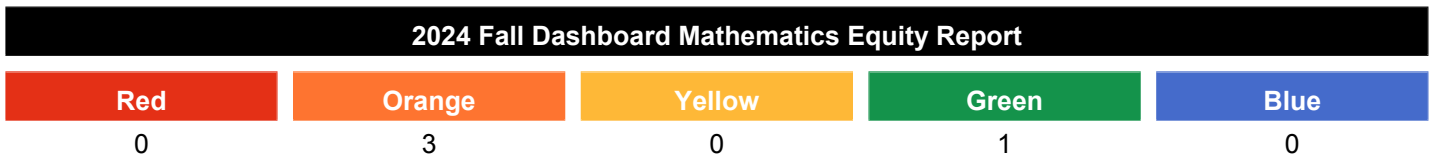
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>23.0 points below standard</p> <p>Declined 8.0 points</p> <p>207 Students</p>	<p>English Learners</p> <p>No Performance Color</p> <p>55.5 points below standard</p> <p>Increased 35.9 points</p> <p>28 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>54.8 points below standard</p> <p>Declined 9.5 points</p> <p>128 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>108.7 points below standard</p> <p>Increased 4.7 points</p> <p>48 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>76.0 points below standard</p> <p>Increased 33.5 points</p> <p>13 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>87.2 points above standard</p> <p>Increased 28.8 points</p> <p>13 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>7 Students</p>	<p>Hispanic</p>  <p>Orange</p> <p>61.2 points below standard</p> <p>Declined 3.7 points</p> <p>99 Students</p>
<p>Two or More Races</p>  <p>No Performance Color</p> <p>55.0 points above standard</p> <p>Declined 5.0 points</p> <p>14 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Green</p> <p>14.4 points above standard</p> <p>Declined 18.9 points</p> <p>57 Students</p>

Conclusions based on this data:

1. Overall, the school declined minimally in math, falling 8 points. However, small subgroup populations (50 members or less) tended to increase. This shows an overall improvement in subgroups, and minimal decline overall.
2. African American students improved but remained 94 points below their White counterparts whose scores decreased minimally but remained above standard; efforts should continue in assisting the AA subgroup in closing the gap.
3. Students with disabilities remains the lowest performing group at Don Benito, and had minimal improvement. Efforts should continue to focus on students' growth in this area.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress  No Performance Color 16.7% making progress. Number Students: 24 Students	Long-Term English Learner Progress  No Performance Color making progress. Number Students: 0 Students

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.

2024 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level 37.5%	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H 45.8%	Maintained ELPI Level 4 0%	Progressed At Least One ELPI Level 16.7%

Conclusions based on this data:

- Interventions for this students identified as being in the ELPI level 1, 2L, 2H, 3L and 3H subgroup need to be improved upon to see a greater percentage progressing by at least one ELPI level rather than maintain.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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This section provides number of student groups in each level.



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

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>22.7% Chronically Absent</p> <p>Declined 8.9</p> <p>410 Students</p>	<p>English Learners</p> <p>Orange</p> <p>26.7% Chronically Absent</p> <p>Declined 9</p> <p>45 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>27.7% Chronically Absent</p> <p>Declined 11.8</p> <p>242 Students</p>

<p>Students with Disabilities</p>  <p>Orange</p> <p>35.7% Chronically Absent</p> <p>Declined 6.6</p> <p>98 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>34.5% Chronically Absent</p> <p>Declined 10.3</p> <p>29 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>4.5% Chronically Absent</p> <p>Declined 4.2</p> <p>22 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>13.3% Chronically Absent</p> <p>Increased 13.3</p> <p>15 Students</p>	<p>Hispanic</p>  <p>Yellow</p> <p>27% Chronically Absent</p> <p>Declined 7.9</p> <p>200 Students</p>
<p>Two or More Races</p>  <p>Orange</p> <p>20.5% Chronically Absent</p> <p>Declined 7.3</p> <p>39 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Yellow</p> <p>16.3% Chronically Absent</p> <p>Declined 14.6</p> <p>104 Students</p>

Conclusions based on this data:

1. Increased messaging for parents about laws governing school attendance need to be implemented.
2. Increased meetings with parents of African Americans and White families to support them in school attendance as these groups represent decreases in the amount of Chronic Absenteeism.

School and Student Performance Data

Conditions & Climate Suspension Rate

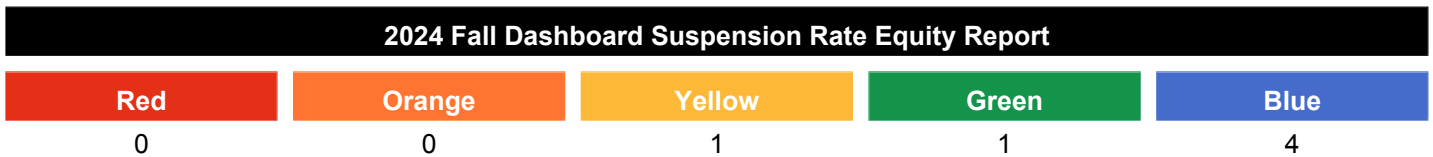
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This section provides number of student groups in each level.



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

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p> <p>Green</p> <p>0.7% suspended at least one day</p> <p>Maintained 0.2%</p> <p>414 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>2.2% suspended at least one day</p> <p>Maintained 0.1%</p> <p>45 Students</p>	<p>Long-Term English Learners</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Foster Youth</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>2 Students</p>	<p>Homeless</p> <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>4 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Maintained 0%</p> <p>246 Students</p>

<p>Students with Disabilities</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Declined 2.3%</p> <p>98 Students</p>	<p>African American</p>  <p>No Performance Color</p> <p>3.2% suspended at least one day</p> <p>Maintained 0.2%</p> <p>31 Students</p>	<p>American Indian</p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>
<p>Asian</p>  <p>No Performance Color</p> <p>4.5% suspended at least one day</p> <p>Increased 4.5%</p> <p>22 Students</p>	<p>Filipino</p>  <p>No Performance Color</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>15 Students</p>	<p>Hispanic</p>  <p>Blue</p> <p>0.5% suspended at least one day</p> <p>Maintained 0%</p> <p>202 Students</p>
<p>Two or More Races</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>39 Students</p>	<p>Pacific Islander</p>  <p>No Performance Color</p> <p>0 Students</p>	<p>White</p>  <p>Blue</p> <p>0% suspended at least one day</p> <p>Maintained 0%</p> <p>104 Students</p>

Conclusions based on this data:

1. Students with disabilities were suspended at a higher rate than other demographics.
2. Asian students were suspended at the highest %, but represent one of the smallest groups of students number wise.

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 Students with Disabilities will decrease the baseline of -109.7 (Red) from 2024 by a total of 4 or more (to reach Orange) with a stretch goal of 40 or more (to reach Yellow) to end at -70 or higher by the end of the 2025-2026 school year.

CAASPP ELA Average Distance From Standard for Socioeconomically Disadvantaged will decrease the baseline of -39.7 (Orange) from 2024 by a total of 3 or more (to reach Yellow) with a stretch goal of -34.7 or more (to reach Green) to end at -5 or higher by the end of the 2025-2026 school year.

CAASPP Math Average Distance From Standard for Students with Disabilities will decrease the baseline of -108.7 (Orange) from 2024 by a total of 13.7 or more (to reach Yellow) with a stretch goal of 83.7 or more (to reach Yellow) to end at -25 or higher by the end of the 2025-2026 school year.

Identified Need

Students with disabilities and socioeconomically disadvantaged students scored significantly below grade level peers on baseline. Additional support for teachers to facilitate breakout small group interventions in class targeting these groups is needed and additional in classroom support from the MTSS Coach to support research based best practices in this practice.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA Scores Students with Disabilities	109.7 points below standard	70 points below standard or less.
CAASPP ELA Socio-economically Disadvantaged Students	39.7 points below standard	5 points below standard or less.
CAASPP Math Scores Students with Disabilities	108.7 points below standard	54.5 points below standard or less.
iReady Mid-Year Reading	19% of students 2 or more grade levels below standard	10% of students 2 or more grade levels below standard
iReady Mid-Year Math	19% of students 2 or more grade levels below standard	10% of students 2 or more grade levels below standard

Annual Review

SPSA Year Reviewed: 2024-25

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 strategy of focus on the new curriculum and utilizing all components helped demonstrate growth in all areas in ELA, but did not impact mathematics as much. Further, the disaggregation of data to target subgroups was not implemented with the stated frequency.

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

Workshop model approach and coaching with desired frequency was not implemented to the planned level. This was largely due to increased support from Instructional Coach regarding implementing more pieces of the new curriculum. When implemented, workshop model focused on academic progress groups, with reduced focus on Socio-economic disadvantaged and students with disabilities. Teachers are not able to disaggregate benchmark data by subgroups, only by individual; additional teacher support in creating target groups is needed.

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.

Additional aides to support teachers in class will be provided. MTSS coach will shift emphasis to provide more data on subgroup performance on benchmark data and utilizing targeted materials for the subgroups.

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)

Students with Disabilities

Strategy/Activity

Weekly targeted instruction in class small groups for students with disabilities (RSP) in math and reading provided by RSP teacher or classroom teacher.

Mainstreaming for instructional pieces as noted in IEPs for students in Mild/Moderate classrooms; supported by Mild/Moderate classroom aides.

RSP Aides in class 2 or more times per week to support direct instruction time from teachers.

Instructional Coach to provide constitution of subgroups of low SES each trimester to mitigate teacher inability to access data.

Substitute teacher funds to allow Special Education teachers to provide 9 days of roving substitutes to allow for assessments for IEP compliance (\$4,486 Title 1).

Proposed Expenditures for this Strategy/Activity

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

Amount(s) Source(s)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Socio-Economically Disadvantaged Students

Strategy/Activity

Project aides in class to support whole group work to allow teacher directed targeted small group instruction for low Socioeconomic student subgroups.
Targeted small group instruction via workshop model at least 3 days per week in math and reading. Supported by 1 rotating aides in classrooms (\$27,041 Title 1).
Additional supplemental days and hours for General Education Teachers to work in class for intensive supports of Low SES students; inclusive of lesson planning and direct support. (\$5,262, LCFF)

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)
27041	Title I Part A: Allocation
4,486	LCFF Supplemental and Concentration (S/C)
5,262	LCFF Supplemental and Concentration (S/C)

Goals, Strategies, & Proposed Expenditures

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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 ELA Average Distance From Standard for African Americans will decrease the baseline of -52.7 (Orange) from 2024 by a total of 3 or more (to reach Yellow) with a stretch goal of 47.7 or more (to reach Green) to end at -5 or higher by the end of the 2025-2026 school year.

CAASPP ELA Average Distance From Standard for English Learners will decrease the baseline of -89.5 (Red) from 2024 by a total of 3 or more (to reach Orange) with a stretch goal of 19.5 or more (to reach Yellow) to end at -70 or higher by the end of the 2024-2025 school year.

CAASPP Math Average Distance From Standard for African American will decrease the baseline of -52.7(Orange) from 2024 by a total of 3 or more (to reach Yellow) with a stretch goal of 47.7 or more (to reach Yellow) to end at -5 or higher by the end of the 2025-2026 school year.

CAASPP Math Average Distance From Standard for English Learners will increase the baseline of -55.5 (Yellow) from 2024 by a total of 30.5 or more (to reach Green) with a stretch goal of 55.5 or more (to reach Blue) to end at 0 or higher by the end of the 2025-2026 school year.

Identified Need

African American students and English Language Learner students score below standard by significant amounts; specific targeted instruction through workshop model 3 days or more per week for these subgroups will be implemented to reduce the gap by identified expected outcomes over baseline.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard - African American Students in ELA	52.7 pts below standard	5 pts below standard
CA Dashboard - English Learner Students in ELA	89.5 pts below standard	70 pts below standard
CA Dashboard - African American Students in Math	52.7 pts below standard	5 pts below standard
CA Dashboard - English Learner Students in Math	91.4 pts below standard	25 pts below standard

Annual Review

SPSA Year Reviewed: 2024-25

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.

Tiered levels of reading intervention for English Language learners did take place beginning in fall 2024. This in class instructional time was highly beneficial in supporting our English language learner students in progressing toward standard, and also supporting our students newest to speaking English.

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

The reduction in aides from six to four impacted the ability of aides to support in classroom to the desired level. Instructional Coach did have ability to disaggregate the data, but focused more on implementation as a whole, rather than target groups, and using data to target similar deficit areas (ie. students struggling with a specific concept) as opposed to specific subgroups. Mid-year staff losses due to Eaton Fire increased the impact of the decreased amount of time aides were able to support in the classroom.

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.

The goals to increase EL and AA student scores will continue to remain, and metrics for student data will still utilize CA Dashboard data. The additional strategy of Workshop model with targeted PLC data analysis will be implemented.

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 Language Learner, African American

Strategy/Activity

Identified Students with Significant Discrepancies (African American, and Hispanic) as identified by California Dept. of Education to receive differentiated pull out support.

Reading intervention utilizing tiered levels of TCM Language Power starting in early September. 3 additional teachers trained in ELPAC assessment to better understand and adapt instruction to support English Learner students.

Tiered intervention groups with specific emphasis on African American students. Support given by project aides to allow for small groups (2 aides; total cost \$27,386 LCFF).

1 additional aide to be provided through Pasadena Educational Foundation.

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)

27386

LCFF Supplemental and Concentration (S/C)

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 physical and cognitive environments that is are safe, caring, clean, conducive to learning, and allow students to thrive. All facilities will be in good repair and equipped for 21st-century learning.

Goal 3

Chronic Absenteeism for Black/African American will decrease the baseline of 34.5 (Orange) from 2024 by a total of -14.5 or more (to reach Yellow) with a stretch goal of -24.5 (to reach Green) to end at 10 or lower by the end of the 2025-2026 school year.

Chronic Absenteeism for English Learners will decrease the baseline of 26.7 (Orange) from 2024 by a total of -6.7 or more (to reach Yellow) with a stretch goal of -16.7 or more (to reach Green) to end at 10 or lower by the end of the 2025-2026 school year.

Chronic Absenteeism for Students with Disabilities will decrease the baseline of 35.7 (Orange) from 2024 by a total of -15.7 or more (to reach Yellow) with a stretch goal of -25.7 or more (to reach Green) to end at 10 or lower by the end of the 2025-2026 school year.

Chronic Absenteeism for White will decrease the baseline of 16.3 (Yellow) from 2024 by a total of -6.3 or more (to reach Green) with a stretch goal of -13.8 or more (to reach Blue) to end at 2.5 or lower by the end of the 2025-2026 school year.

Chronic Absenteeism for Two or More Races will decrease the baseline of 20.5 (Orange) from 2024 by a total of -0.5 or more (to reach Yellow) with a stretch goal of -10.5 or more (to reach Green) to end at 10 or lower by the end of the 2025-2026 school year.

Identified Need

Chronic absenteeism continues to be high among students at Don Benito; Black/African American, students with disabilities, EL, white, and two or more races have the highest levels of chronic absenteeism.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	16.3% of White Students chronically absent	10% or lower chronically absent
CA Dashboard	35.7% Students with disabilities chronically absent	10% or lower chronically absent
CA Dashboard	26.7% English Learners chronically absent	10% or lower chronically absent
CA Dashboard	20.5% Two or More Races students chronically absent	10% or lower chronically absent

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard	34.5% Black/African American students chronically absent	10% or lower chronically absent

Annual Review

SPSA Year Reviewed: 2024-25

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.

SART and SARB Meetings were held according to the timelines prescribed by District. School messaging regarding attendance was sent in messages to families.

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

SART and SARB meetings were not part of the MTSS process; this was due to the MTSS coach not being hired until several months had passes and support needed in onboarding for the MTSS process. In January, the Eaton Fire caused a surge in Absenteeism, with students with medical issues needing to be out on days impacted by dust and debris removal. The MTSS coach was not able to establish the Student Store or game room until near the end of the year. The student store/game room space was condensed and shared due to the Eaton Fire and the school sharing a campus with a charter school. This resulted in a shared space, reducing ability to facilitate the program effectively.

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.

An aide has been hired for school year '25-'26 to take the role of the MTSS coach, manage the game room, student store and similar interventions. Location Funding for aide is noted in Goal 1.

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

MTSS monthly meetings to identify students with Chronic Absenteeism. Behavioral Aide (see Goal 4) will provide a check-in process for Chronically Absent students to support students with rewards for game room for outstanding attendance.

Additional strategies including grade level monthly attendance competitions, Spotlight Awards for students with perfect and/or improved attendance monthly, and additional actions documented in the Attendance Improvement Plan attached to SPSA.

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)

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 # 5

Goal 5: 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 4

Suspension Rate for All Students will decrease the baseline of 0.7 (Green) in 2024 to 0 (Blue) in the 2025-2026 school year.

Identified Need

Per teacher data indicated in A Monday feed back forms a need for immediate support in classroom behavior concerns due to unavailability of support staff, will enable students receive timely support and can resume working in an appropriate fashion.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Dashboard Suspension Rate for English Learners	0.7 suspensions	0 or lower suspensions

Annual Review

SPSA Year Reviewed: 2024-25

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.

Second Step lessons were delivered to all classes and the curriculum completed. In lieu of at home suspensions, students were placed on Alternative to Suspensions. This allowed students to remain on campus, work with aides or certificated staff on campus, but not be suspended from school. At home suspensions were reduced to 0 in the '24'-25 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.

Implementation of strategies was delayed due to MTSS Coach being hired late and needing time for onboarding. Additional impacts included the Eaton Fire; this event caused a reduction in support staff as aides had to move to new locations.

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.

A Turn Around Room will be established in coordination with the PTA. A Behavioral Aide will support from the room 100% of the time. Aide is noted as funded via title 1 in the Goal on Chronic Absenteeism.

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

Strategy/Activity

Relocate Turn Around Room/Game Room/Student Store to an independent location; relocate current staff in room to a new location.
 PTA to help fund rewards for Game Room and Student store.
 Behavioral Aide to support from this room (Behavioral Aide funded via Title 1 \$14,966 + S&C \$486 + PEF funded)
 Individualized specific intervention plans for students with behavioral and attendance concerns.
 Small Group Tier 2 Second Step Interventions.
 Tracking data sheets for students with support.

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)
14966	Title I Part A: Allocation
486	LCFF Supplemental and Concentration (S/C)

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 # 5

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 5

85% of parents will have an Aeries Parent Portal account and 50% will log in at least once monthly to check the status of their students.

Identified Need

Logins onto active Parent Portal Accounts reached 76% in April 2025 with 34% logging in monthly. ELAC and AAPC parent groups had attempted meetings twice, but had poor attendance (4 or less attendees per group per meeting).

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Active Parent Portal Spreadsheet April 2025	76% of Parents had a Parent Portal Account in April 2025.	85% of parents had a parent portal account
Active Parent Portal Spreadsheet April 2025	34% of parents had logged in at least once within the prior 30 days	50% of parents logging in monthly
Parent Volunteer Logs	120 hours/month of Parent Volunteerism	150 hrs/month or more of Parent Volunteerism

Annual Review

SPSA Year Reviewed: 2024-25

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.

School blue folders continued to be implemented on a weekly basis and prove to be an effective means of communication with families. Invitations for Parent Portal use were administered as indicated in the '24-'25 SPSA. Communication with parents indicated that many of them were not receiving the Principal's weekly message, and therefore not aware of timely incidents. The % of parent portal accounts created increased from 74% in the 2023-2024 school year to 76% by April

2025, however it did not reach the goal of 95%. Parent volunteers did meet an average of 120 hours/month, but did not meet the 150 hours/month.

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

Messaging regarding the Parent Portal Accounts and purpose were not communicated in a manner that facilitated the importance and use of the accounts. Many families reported they do not receive the weekly messages from the school.

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.

Emphasis will be placed on amount and frequency of use of Aeries Parent accounts as well as Parent volunteer logs. Reminders to have parent portal accounts will be shared out 6 times per year; once each mid-trimester, and once before each tri-mester grades are about to post. Target parent groups (ELAC, AAPC) reported they do not want 'meetings' but would prefer to have "workshops" to aide them in supporting their students at home; these will become a focus for 2025-2026. Booths at school events (back to school night, open house, parent nights, school shows, etc) will have Chromebooks signed in to aide parents who are not receiving the weekly messages to sign up.

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

Establish tri-monthly meetings for each parent group - AAPC, ELAC, SWDPC
Tri-monthly meetings will be workshop oriented in nature, including requested workshops on "SST, 504, IEP Processes", "Attendance Guidelines", "Effective Parenting; School Support", "Volunteering at School" and others as requested.
At parent meetings, encourage parents to sign up for and check Aeries Parent Portal at least monthly.
Include messaging in weekly Smores to have parents sign up for Parent Portal accounts 6 times/year.
Printed parent handbook in English and Spanish.
Supplies to support parent engagement in meetings. (Title 1 Parent Engagement, \$1,047 to Smart and Final)

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)

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	\$43054
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Title I and CSI Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$43054
Other State/Local Funds provided to the school	\$37620

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs Funding Sources	Allocation (\$)
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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 Funding Sources	Allocation (\$)
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Subtotal of state or local funds included for this school: \$

Total of federal, state, and/or local funds available for this school: \$80,674

Summary: Budgeted Resources

Funds Budgeted to the School by Funding Source

Funding Source	Amount Budgeted	Balance Remaining
LCFF Supplemental and Concentration (S/C)	37620	0.00
Title I Part A: Parent Involvement	1047	0.00
Title I Part A: Allocation	42007	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental and Concentration (S/C)	37,620.00
Title I Part A: Allocation	42,007.00
Title I Part A: Parent Involvement	1,047.00

School Site Council Membership

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

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

Name of Members	Role
John Maynard	Principal
Yolanda White	Classroom Teacher
Marcia Workman	Classroom Teacher
Nancy Seger	Classroom Teacher
Norma Rodarte	Other School Staff
Grace Martinez	Parent or Community Member
Margaret Chen	Parent or Community Member
Mario Askary	Parent or Community Member
Adriana Valdez	Parent or Community Member
Mara Reyes	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

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 .

Attested:



Principal, John Maynard on



SSC Chairperson, Grace Martinez on

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

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

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019



PASADENA UNIFIED SCHOOL DISTRICT

Title I - Other Authorized Activities Reservations

Our Children. Learning Today. Leading Tomorrow

The following amount of dollars reflects Title I Other Authorized Activities Reservations for the District Central Office to provide direct services to school sites. This amount does NOT include the Indirect and Administrative Cost (which generally cannot exceed 15%). In 2025-26, PUSD will provide the following services to the school sites as part of the Title I Other Authorized Activities Reservations total amount of \$2,853,685.00:

- a. MTSS 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 instructional services to the teachers and students at school sites;
- c. Families in transition/ Foster Youth support staff and services including transportation;
- d. Parent and Community Engagement;

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 2025-26 is as below:

School: Don Benito

Resource Code	Title I	Total District Other Authorized Activities Reservation	# of FRL Student at District Title I Eligible Schools	Per Student shared Cost to School	#of FRL Student at School	Total Shared Cost to School
30100	Central Intervention Activities For Sites	\$2,853,685	7,990	\$357.16	171	\$61,073.86



**Pasadena Unified School District
Student Wellness and Support Services**

PUSD School-Site Attendance Improvement Plan

School:	Don Benito	Principal:	John Maynard
School Number:	61	Counselor:	n/a
Date Completed:	5/1/25	Principal Signature:	

Goal: Decrease the percentage of chronically absent students to 10% or less.

2024-2025 Current Chronic Absentee Rate	2024-2025 Chronic Absentee End-Of-Year Goal	2025-2026 Chronic Absentee Goal
23.8%	16.5%	10%

GOAL 1: TEAMS & DATA			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Use of Data: Is school-wide attendance data used to identify students who are struggling with regular school attendance (chronic absentee, truant, etc.)? What sources of data are used? How often is the data reviewed? How is this data used to monitor student progress?	Data sources will include: <ul style="list-style-type: none"> - Everyday Labs Reports - Aeries Attendance Reports - Truancy Reports - District Monthly Attendance Reports Attendance team will meet and review attendance data; team will consist of Clerk Typist, Interventionist, and Principal.	Monthly meetings to identify families with increasing attendance concerns and ongoing attendance concerns.	Relevant data is readily available for team and external supports to review. Data reveals a positive trend in attendance data; including both truancy and chronic absenteeism.

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● 351 South Hudson Avenue, Room 206 ● Pasadena California 91109 ● (626) 396-3600, x 88230 ● (626) 793-9858 fax ● www.pusd.us



Pasadena Unified School District Student Wellness and Support Services

<p>b. Attendance Improvement Team: Does the school have an Attendance Improvement Team? Does the team meet at least monthly? Does the team use a current action plan?</p>	<p>The attendance team will consist of:</p> <ul style="list-style-type: none"> - Principal - Clerk Typist (attendance clerk) - Intervention Specialist - School Nurse 	<p>Attendance team will meet on the 2nd Friday of each month to review data and plan interventions.</p>	<p>All team members are identified and have an 80% attendance rate as measured by Agenda and Meeting Notes.</p> <p>The team has an action plan for students.</p>
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GOAL 2: PREVENTION			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
<p>a. Prevention Strategies: What prevention strategies are used to ensure that students are engaged at school and do not become at-risk due to poor attendance?</p>	<p>Students will be recognized at monthly assemblies for:</p> <ul style="list-style-type: none"> - Perfect Attendance - Improved Attendance - Being On Time <p>Grade level attendance competitions held monthly.</p> <p>Chronic Absenteeism Data will be used to identify equity gaps and intervention plans will be implemented to reduce barriers to equitable attendance access.</p>	<p>Recognition at Monthly "Spotlight Awards"</p> <p>Monthly reward opportunity for grade levels with highest attendance rate.</p> <p>Monthly</p>	<p>Month over month increase in Spotlight Award recipients for attendance.</p> <p>Data demonstrating closer parity among all sub-groups in attendance rates.</p>
<p>b. Outreach: How does the school provide regular outreach to students, families, and community members regarding the</p>	<p>Stakeholder Attendance Workshops in ELAC, AAPC, and School Advisory Committee and other school group meetings.</p>	<p>Once Per Year In all subgroup stakeholder groups.</p>	<p>Agendized item of attendance importance and policies from each stakeholder group.</p>

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Pasadena Unified School District Student Wellness and Support Services

importance of regular school attendance?	Messaging in Sunday blast to families. 1 Month long attendance awareness campaign.	Monthly October 2025	Evidenced in Sunday messaging. Student generated posters and commitment pledges.
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GOAL 3: INTERVENTION & RE-ENGAGEMENT			
Goal Item	Strategy & Activity Description	Frequency Daily/Weekly/Monthly/Yearly	Measure of Success
a. Attendance Intervention: Does the school have intervention strategies to address the specific barriers and needs of students struggling with attendance?	SART Conferences to address Chronic Absenteeism and Truancy. Attendance Mentor assigned to struggling students.	Monthly Weekly check ins from mentors with students.	Improved attendance for 50% or more of Chronically Absent or Truant Students.
b. Student Re-Engagement: What re-engagement strategies are used to help students find and maintain success in the classroom?	Restorative meetings with teachers and students to rebuild relationships. Ongoing professional development on 3 Tier Model of intervention and teacher relationship building.	Ongoing August Professional Development and 2x more in the year.	Increased reports of positive relationships with teacher and peers from children with chronic absenteeism/truancy.

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