



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
Mission Avenue Open Elementary School	34-67447-6034730	May 17, 2022	June 28, 2022

Purpose and Plan Summary

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

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable outcomes for all students. The plan was developed in consultation with stakeholders and provides transparency around resources, priorities and planned activities.

Summarize 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.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

Table of Contents

- SPSA Title Page 1
- Purpose and Plan Summary 1
- Table of Contents..... 2
- Stakeholder Involvement 2
- Resource Inequities 3
- Goals, Strategies, & Proposed Expenditures..... 5
 - SPSA/Goal 1 5
 - SPSA/Goal 2 8
 - SPSA/Goal 3 12
 - SPSA/Goal 4 16
- Budget Summary 19
 - Budget Summary 19
 - Other Federal, State, and Local Funds 19
- Budgeted Funds and Expenditures in this Plan 20
 - Funds Budgeted to the School by Funding Source..... 20
 - Expenditures by Funding Source 20
 - Expenditures by Budget Reference 20
 - Expenditures by Budget Reference and Funding Source 20
 - Expenditures by Goal..... 20
- School Site Council Membership 21
- Recommendations and Assurances 22

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) met monthly and reviewed the Comprehensive Needs Assessment, LCFF budget, strategies and resources to support students in distance learning. The Council, consisting of parents, teachers, classified staff, and the principal reviewed student data and identified priority areas and actions. Data was collected from local assessments and surveys of staff, students and parents. School Site Council expressed concerns about the school climate, because volunteers were not allowed on campus for most of the school year and field trips were limited due to COVID restrictions.

The English Learners Advisory Council (ELAC) held 4 Informational Nights virtually, and parent liaisons contacted families directly using interpreters to encourage parents to attend. Conversations focused on the ELAC Comprehensive Needs Assessment and the School Site Council's parent survey. Parents reported they continue to struggle to support their child at home due to language

barriers and limited technology skills. Parents said their students would benefit from additional support in small group instruction or tutoring sessions.

The Mission Parent-Teacher Association (PTA) Executive and General members participated in collaborative discussions about student data. Discussions included ideas such as offering a liaison with increased translation support for families who speak languages other than English, offering translated PTA materials to encourage increased parent participation at school events, and the need to educate all parents about the importance of daily student attendance. Parents indicated a strong desire for field trips and parent volunteerism to return to Mission. Parents want to ensure students have access to MTSS/RTI intervention programs to support struggling learners. Parents also support providing after-school tutoring to help mitigate learning loss while building students' self-esteem and motivation.

Parents asked questions about academic, social emotional, health, safety, and school culture. Discussions focused on a continued desire to offer diverse and inclusive materials, lessons and events that support a positive culture for all. Parents noted observations of increased incidents of bullying between students and parent with differing viewpoints, and that restorative practices would benefit the school community and climate.

Teachers and staff participated in SPSA development by meeting during the 2021-2022 school year to review the Comprehensive Needs Assessment, LCFF budget, strategies and resources to support students, and collaborate on strategies to engage students while also improving attendance rates. Data, listening sessions and surveys were shared with the Site Leadership Team (SLT) and School Site Council (SSC) for discussions and decision-making. Teachers reported they want to continue with current actions for supporting EL students and offer targeted instruction during the day and after-school.

Staff and parents are aware the SPSA is published annually on the school's website for all stakeholders to view.

Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on improving student outcomes, this plan is designed to address resource inequities and strategically support students to meet grade level standards. Actions are designed to promote academic success and engagement through innovative teaching strategies, intervention, effective and inclusive communication, and support with technology.

Interventions: Student learning loss varies according to each student's circumstance. Data found that learning loss was primarily based on lower socio-economic status, language proficiency, environmental factors and learning disabilities. This finding indicates there is a need for identifying and progress monitoring students from these subgroups, so that each student's situation can be addressed appropriately. Interventions using small groups, one-to-one instruction and targeted strategies will be critical to bridging the disparity in achievement.

Support for Increased Family Engagement: Students and parents have been impacted in different ways due to the pandemic, causing them to feel disconnected from the school community for past two years. There is a significant inequity in parent and student engagement based on lower socio-

economic status, language proficiency, and learning disabilities. Efforts that offer more inclusive and diverse instructional practices are needed to increase parents/students sense of belonging to the school community.

Support for Increased Social Emotional Support: Parents and students were substantially impacted by the pandemic which has caused trauma, low self-esteem, isolation and delays in school readiness for many students. There is a significant inequity that impacted people of color, lower socio-economic status, language proficiency, and students with learning disabilities. Efforts to address the trauma, self-esteem, and positive habits for school readiness are needed to support these populations.

Develop and Implement Benchmark Assessments: Student learning loss varies according to each student's circumstance during the pandemic in the past two years. There is a significant inequity in learning loss based on lower socio-economic status, language proficiency and learning disabilities. There is a need for a identifying and progress monitoring students from these subgroups, so that each student's situation can be addressed appropriately.

Provide Engaging Learning Activities: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on lower socio-economic status, language proficiency, and learning disabilities. There is a need for more engaging, hands-on activities that build students' self-esteem and motivation to learn, while continuing to support students and parents who speak languages other than English and are from lower socio-economic status. Activities should emphasize to students the value of learning and a growth mindset.

Provide Students a Broad Range of Educational Materials: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on lower socio-economic status, language proficiency, and learning disabilities. Students at all levels would benefit from a broad range of educational materials in print and online, across content areas, demonstrating diverse and inclusive information. Students should have access to manipulatives, project-based lessons, and experiential learning that allow all students to demonstrate mastery of grade level standards.

Access to Supplemental-Funded Staff for MTSS/RTI Process: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on socio-economic status, language proficiency, and learning disabilities. Students demonstrating areas of struggle would benefit from universal designs for learning with levels of interventions according to need. Students would benefit from greater access to efficient and high-quality MTSS/RTI supports with trained instructional staff that progress monitor regularly.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Connectedness

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff will actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Students in grades 1-6 took the SAEBRs inventory in December 2021. Students completed another SAEBRs inventory in May 2022. Students, parents and staff took the district's annual survey in January 2022.

What worked and didn't work? Why? (monitoring)

The SAEBRs tool was intended to become a benchmark to inform teachers and social emotional support staff about students in need of greater levels of support. The data was used to identify students with greater areas of need and to establish social skills groups led by trained staff members. Staff had planned to be trained in the Zones of Regulation system to offer universal access to social emotional skills. The person intended to lead the training and coordinate the social skills groups took a medical leave and consequently resigned from the position. While attempts to hire a replacement were ongoing, efforts to provide social skills groups by trained staff members and offer professional development with Zones of Regulation were paused.

What modification(s) did you make based on the data? (evaluation)

Staff planned to implement the SAEBRs inventory in March 2022 with support from the school social worker. Due to the early resignation, staff agreed to re-engage in administering the SAEBRs inventory near the end of the year when state-mandated testing was completed.

2021-22

Identified Need

Connected School Communities - Welcoming school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2022-2023 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	58.5% of students believe there is an adult on campus who checks on how students are doing.	Expect this rate to increase by 5% by Feb. 2023
Winter 2022-2023 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	61.4% of parents believe the school provides opportunities for academic support when students are struggling.	Expect this rate to increase by 3% by Feb. 2023.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide translation support for meetings that include updates on the school, programs,	X All Students X English Learners X Low-Income Students Foster Youth Other	Teachers, students, administration, support staff (from within site and at district level),			Aug. 2022- May 2023

	safety and events.		parents and community.			
1.2	Provide liaison to work with families to increase parent engagement and build a positive school climate. Collaborate with ELAC, SSC and PTA to keep students and parents informed of classroom information, school events, volunteerism and community resources.	X All Students X English Learners X Low-Income Students Foster Youth Other	Admin, teachers and support staff (from within site and at district level).			Aug. 2022 - May 2023
1.3	Offer digital communication platform that offers automated translation for all information sent home routinely.	X All Students X English Learners X Low-Income Students Foster Youth Other	Administrator, support staff			Aug. 2022 - May 2023

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

Students in grades 1-6 took the SAEBRs inventory in December 2021. Students completed another SAEBRs inventory in May 2022. Students, parents and staff took the district's annual survey in January 2022.

What worked and didn't work? Why? (monitoring)

The SAEBRs tool was intended to become a benchmark to inform teachers and social emotional support staff about students in need of greater levels of support. The data was used to identify students with greater areas of need and to establish social skills groups led by trained staff members. Staff had planned to be trained in the Zones of Regulation system to offer universal access to social emotional skills. The person intended to lead the training and coordinate the social skills groups took a medical leave and consequently resigned from the position. While attempts to hire a replacement were ongoing, efforts to provide social skills groups by trained staff members and offer professional development with Zones of Regulation were paused.

What modification(s) did you make based on the data? (evaluation).

Staff planned to implement the SAEBRs inventory in March 2022 with support from the school social worker. Due to the early resignation, staff agreed to re-engage in administering the SAEBRs inventory near the end of the year when state-mandated testing was completed.

2021-22

Identified Need

Healthy Environments - Welcoming school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Attendance	All 94.4% Students with Disabilities 91.8%	Increase rate for all students to 96% Increase rate for all students with disabilities to 94%
Chronic Absenteeism	All Students 18.2% Black/African American Students 33.3%	Decrease rate of all students to 15.2% Decrease rate of Black/African American students to 30%
Suspension Rates	Home Suspensions .93% Class Suspensions 1.40%	Decrease Home Suspensions to .5% Decrease Class Suspensions to 1%
Student Survey-School Culture	People are respectful to others at my school - Students 60.4% Parents who felt our school fosters an appreciation of student diversity and respect for each other 75.4%	Increase how students feel people are respectful to others at my school by 3% Increase how parents feel our school fosters an appreciation of student diversity and respect for each other by 4%

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Develop and implement an attendance incentive plan with daily monitoring.	X All Students X English Learners X Low-Income Students Foster Youth Other	Clerk, Teachers, Principal, Parents, students			Aug 2022 - May 2023
2.2	Define, teach, and model respectful communication , character development, and conflict resolution throughout the entire school community including - but not limited to - whole school assemblies/programs that promote positive behavior, anti-bullying and recognition of our diverse community and restorative practices.	X All Students X English Learners X Low-Income Students Foster Youth Other	Teachers, support staff, admin, parents, students			Aug. 2022 - May 2023
2.3		All Students English Learners Low-Income Students Foster Youth				

		Other					
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academics

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

To measure ELA and math performance for students in grades 3-6, iReady data for fall and winter was collected. Text level data for students in grades K-2 monitor progress in early literacy.

What worked and didn't work? Why? (monitoring)

iReady ELA and math data worked successfully in tracking student progress for students in grades 3-6. Text level data is collected for students in grades 1 & 2 at the start of the year, and kindergarten data is collected in the spring term.

What modification(s) did you make based on the data? (evaluation)

No modifications were made.

2021-22

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter School Survey 2020-21 Climate of Support for Academic Learning. Percent strongly agree/agree overall	66.7% of parents agree or strongly agree that questions or concerns about schoolwork are addressed. 66.7% of parents agree or strongly agree that staff at my school provides resources or ideas that help parents support their students's learning at home.	Increase parents agreeing or strongly agreeing by 3% in both areas.
iReady Reading	Percentile at grade level All: 54.4% at grade level EL Students: 16.7% at grade level	Percentile at grade level All: 56% at grade level EL Students: 20% at grade level
K-2 Text Level Data	Meets/Exceeds in 3rd administration of assessments All: 49.7% EL Students: 25.5%	Meets/Exceeds in 3rd administration of assessments All: 52.7% EL Students: 29%
iReady Math	Percentile at grade level All: 38.8% at grade level Students with disabilities: 0% at grade level	Percentile at grade level All: 42% at grade level Students with disabilities: 3% at grade level

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide two .2 FTE reading intervention teachers to support literacy for struggling students.	X All Students X English Learners X Low-Income Students Foster Youth Other	Teachers, Support staff, Principal, and Students	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	31,500	Aug. 2022 - May 2023
3.2	Provide supplemental reading and math support using an online intervention platform to support struggling learners at all levels.	X All Students X English Learners X Low-Income Students Foster Youth Other	Teachers, Support staff, Principal, district personnel			Aug. 2022 - May 2023
3.3	Provide after-school small group and one-to-one intervention support for struggling learners.	X All Students X English Learners X Low-Income Students Foster Youth Other	Administrator, support staff, and teachers			Aug. 2022 - May 2023
3.4	Provide 1.0 FTE English Language Development	X All Students X English Learners X Low-Income Students Foster Youth	Administrator, support staff and teachers	LCFF Supplemental English	120,308	

	(ELD) teacher to provide additional support to English learners.	Other		Learner Central 1000-1999: Certificated Personnel Salaries		
3.5	Provide professional development in math instruction to include differentiation for teachers and instructional support staff.	X All Students X English Learners X Low-Income Students Foster Youth Other	Administrator, support staff and teachers			

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential and, through coordinated efforts, prepares them for college, career and bright futures filled with opportunity.

Annual Review

SPSA Year Reviewed: 2021-22

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

What data did you use to monitor progress and how often?

A parent satisfaction survey was administered at the end of an annual college and career seminar. The poll attempted to gauge parents prior knowledge of college and career readiness prior to the presentation, and then compare to their understanding after the session was over.

What worked and didn't work? Why? (monitoring)

Parents completed the survey at the end of the session virtually. Feedback was very positive.

What modification(s) did you make based on the data? (evaluation)

We hosted both a hybrid option for parents to increase the attendance rate.

2021-22

Identified Need

Winter 2020-21 School Survey reported that 60% of parents and students know what classes they will need to pass to be prepared for college or career.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2020-21 School Survey - College and Career - Students know what classes to pass to be prepared for college. Percent strongly agree/agree	60% of parents and students know what classes they will need to pass to be prepared for college or career.	65% of parents and students know what classes they will need to pass to be prepared for college or career.
Number of enrichment opportunities offered before, during or after school.	We currently offer intermediate band, choir, guitar club, and chess club	Expand enrichment opportunities by Aug. 2022.

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 & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Coordinate and implement workshop opportunities for students and parents to learn about college and career pathways and programs available at SJUSD middle and high school levels.	X All Students X English Learners X Low-Income Students Foster Youth Other	Administrator, teachers, support staff, parents, students			Feb. 2023

4.2	Provide access to Naviance for all 6th grade students with training and support to the 6th grade teachers.	X All Students X English Learners Low-Income Students Foster Youth Other	Administrator, teachers, support staff, parents, students			Sept. 2023
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Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> 1. Summer Programs 2. Intervention 3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language 4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students. 	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$0
Total Federal Funds Provided to the School from the LEA for CSI	\$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$151,808.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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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	Allocation (\$)
LCFF Supplemental English Learner Central	\$120,308.00
LCFF Supplemental Site Allocation	\$31,500.00

Subtotal of state or local funds included for this school: \$151,808.00

Total of federal, state, and/or local funds for this school: \$151,808.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	31,500.00	0.00
LCFF Supplemental English Learner Central	120,308.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental English Learner Central	120,308.00
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	151,808.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	120,308.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	31,500.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	151,808.00

School Site Council Membership

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

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

Name of Members	Role
Elizabeth Evenson	Parent or Community Member
Tenille Stewart	Parent or Community Member
Candace Jowers	Parent or Community Member
Courtney Nievergelt	Parent or Community Member
Shauna Chatters	Parent or Community Member
Kathy Leachman	Other School Staff
Elizabeth Keenan	Classroom Teacher
Dina Winston	Classroom Teacher
Cheri Anderson	Classroom Teacher
Margaret Terzich	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on May 17, 2022.

Attested:



Principal, Margaret A. Terzich on May 17, 2022



SSC Chairperson, Elizabeth Evenson on May 17, 2022

Budget By Expenditures

Mission Avenue Open Elementary School

Funding Source: LCFF Supplemental English Learner Central **\$120,308.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide 1.0 FTE English Language Development (ELD) teacher to provide additional support to English learners.	1000-1999: Certificated Personnel Salaries	\$120,308.00	Engaging Academics	

LCFF Supplemental English Learner Central Total Expenditures: \$120,308.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$31,500.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide two .2 FTE reading intervention teachers to support literacy for struggling students.	1000-1999: Certificated Personnel Salaries	\$31,500.00	Engaging Academics	

LCFF Supplemental Site Allocation Total Expenditures: \$31,500.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Mission Avenue Open Elementary School Total Expenditures: \$151,808.00