



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	August 6th, 2021	September 28, 2021

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)

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.

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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 met on two occasions to review the data, identify 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 are not allowed on campus and field trips were cancelled 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 struggle to support their child at home due to language barriers, limited technology skills, and technology challenges. Parents said their students would benefit from additional support in small group instruction or one-to-one with a tutor.

The Mission Parent-Teacher Association (PTA) Executive and General members participated in parent-teacher listening sessions virtually in small groups to share feedback about distance learning and hopes for in-person learning. Members were informed of the school's efforts to increase school-to-home communications, and members offered ideas to help parents of English Language Learner with distance learning support. Discussions included offering a parent 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 EL parents about the importance of daily student attendance. Parents noted a desire to maintain support with technology at home and at school for online programs and virtual meetings. Parents noted a strong desire for field trips and parent volunteerism to return when COVID restrictions are lifted. Parents want to ensure students have access to MTSS/RTI intervention programs to support struggling learners. Parents also support providing after-school tutoring and enrichment activities to help mitigate learning loss while building students' self-esteem and motivation.

Coffee with the Principal events throughout the school year offered translation support upon request. 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 seven times during the 2020-2021 school year to review the Comprehensive Needs Assessment, LCFF budget, strategies and resources to support students, and collaborate on strategies to engage students/increase attendance for synchronous and asynchronous learning. 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 the impact of distance learning causing uncertainty around student academic levels, the focus of this plan is to address resource inequities related to mitigating learning gaps and supporting students when they return to in-person classroom instruction and preparing them 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. There is an inequity in learning loss based on poverty, language proficiency, environmental factors and learning disabilities. There is a need for an indicator and progress monitoring of learning loss, so that each student's situation can be addressed appropriately. Intervention using small groups, one-to-one instruction and targeted strategies will be critical to eliminating learning gaps.

Support for Increased Family Engagement: Students and parents have been impacted by distance learning and have felt disconnected from the school community for past year. There is a significant inequity in parent and student engagement based on poverty, language proficiency, limited knowledge in the use of technology devices for parents and students, environmental factors 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 negatively impacted by distance learning and world events this past year causing trauma, low self-esteem, isolation and delays in school readiness practices. There was significant inequity that impacted people of color, families in poverty, families with varying language proficiencies, environmental factors and students with learning disabilities. Efforts to address the trauma, self-esteem, and positive habits for school readiness are needed to support these populations upon return to full, five days of instruction.

Develop and Implement Benchmark Assessments: Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency, environmental factors and learning disabilities. There is a need for an indicator and progress monitoring of learning loss, 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 poverty, language proficiency, environmental factors 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 access to technology devices. 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 poverty, language proficiency, environmental factors 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 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 poverty, language proficiency, environmental factors and learning disabilities. Students demonstrating areas of struggle would benefit from universal designs for learning with levels of interventions according to need. Offer access to efficient and high-quality MTSS/RTI supports with trained instructional staff and 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 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: 2020-21

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

ANALYSIS

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

The implementation of the actions described in the 2020-2021 SPSA were mostly interrupted due to distance learning for most of the school year in response to COVID 19. While in distance learning, parents and students struggled to maintain schedules and routines at home, and teachers were required to offer all instruction using technology platforms. Teachers offered daily, direct instruction synchronously and asynchronously. Curriculum had to be substantially modified to provide access for students virtually. Students started the year learning positive digital citizenship and behavior protocols during Zoom sessions. Access to small group, one-to-one instruction, peer interactions and group work was limited due to the need for adult supervision and limitations on the virtual platform. Due to the length of time in distance learning and COVID 19 restrictions, students were frequently informed of events that were cancelled such as school plays, promotion ceremonies and field trips. All of these drastic changes and cancellations caused high levels of disappointment, sadness and anxiety for our students and families over an extensive period of time during the 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.

The difference between intended and actual expenditures resulted from restrictions in offering in-person instruction and/or tutoring support due to COVID 19. Resources were re-allocated to supporting students and families through distance learning.

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.

In alignment with the district's LCAP, the SPSA reflects four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and implementing the hybrid model of instruction.

2020-21

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 2020-21	Expected Outcome 2021-22
Winter 2020-2021 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	89.7% of parents agreed or strongly agreed that they have given many opportunities for parent involvement in the school.	Expect this rate to increase by 1% by Feb. 2022
Winter 2020-2021 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	80% of parents agreed or strongly agreed that they have opportunities to participate in school decision making about programs and funding.	Expect this rate to increase by 2% by Feb. 2022.
Distance Learning Attendance	Baseline Attendance rate as of August 2021 was 98%	Expect attendance to increase 1% by trimester 2.

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
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1.1	Provide translators for meetings that include updates on the school, programs, safety and events.	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), parents and community.	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1,000.00	Aug. 2021 - May 2022
1.2	Provide parent 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).	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	3,300	Sept. 2021 - June 2022
1.3	Offer digital communication platform that offers	X All Students X English Learners X Low-Income Students Foster Youth	Administrator, support staff	LCFF Supplemental Site Allocation	300.00	Aug. 2021- June 2022

	automated translation for all information sent home routinely.	Other		5900: Communications		
1.4	Coordinate and provide translation support/services for school-to-home communications about classroom information and events, school events, and community resources.	X All Students X English Learners X Low-Income Students Foster Youth Other	Administrator, support staff	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,500	Aug. 2021-June 2022

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: 2020-21

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

ANALYSIS

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

The implementation of the actions described in the 2020-2021 plan were mostly interrupted due to the extensive timeline schools remained in distance learning in response to COVID 19. Students were required to participate in distance learning for most of the school year and efforts continued virtually to support positive attendance and school culture. In a virtual platform, incidents of negative behavior decreased substantially; however, the transition to a full, 5 day per week in-person learning model requires the students to build stamina in learning, cooperate with peers, and follow school protocols. Building positive, trusting relationships and using problem solving strategies will need to be addressed routinely.

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 difference between intended and actual expenditures resulted from restrictions in offering in-person attendance and social emotional support due to COVID 19. Resources were re-allocated to supporting students and families through distance learning and the transition to hybrid learning.

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.

To align with the district's LCAP, the SPSA reflects four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and transition to the hybrid model of instruction.

2020-21

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 2020-21	Expected Outcome 2021-22
Attendance	All 98% Low SES 95.3%	All 99% Low SES 96%
Chronic Absenteeism	All 5.6% Low SES 11.7%	All 4.6% Low SES 10%
Suspension Rates	0%	0%
Student Survey-School Culture	Parents feel their child is a part of a school community 73.3% Parents who felt our school fosters an appreciation of student diversity and respect for each other 70%	Increase how parents feel their students are a part of their school community by 5% Increase how parents feel our school fosters an appreciation of student diversity and respect for each other by 5%

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

Strategy/Activity & 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	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,700	Aug 2021 - June 2022
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	X All Students X English Learners X Low-Income Students Foster Youth Other	Teachers, support staff, admin, parents, students	LCFF Supplemental Site Allocation 0000: Unrestricted	3,000.00	Aug. 2021 - May 2022

	recognition of our diverse community and restorative practices.					
2.3		All Students English Learners Low-Income Students Foster Youth Other				

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: 2020-21

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

ANALYSIS

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

The implementation of the actions described in the 2020-2021 plan were mostly interrupted due to the extensive timeline schools remained in distance learning in response to COVID 19. Students received virtual push-in and pull-out support, differentiated and/or direct instruction from our Special Education and/or English Language Learner teachers. All students are provided access to online supports using iReady, Lexia, Khan Academy, Google Classroom, and Seesaw to enrich their grade level mastery and/or support achievement gaps in a differentiated format. Staff were provided with professional development to support instructional practices virtually at each grade level. Teachers met routinely for grade level planning time to align lessons to CCSS, review formative assessments, and design instruction to implement lessons in a virtual platform. Parent involvement was offered at home; however, inequities were observed for families with students who are identified as English Language Learners, students with disabilities, or those identified with lower socio-economic status.

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 difference between intended and actual expenditures resulted from restrictions in offering in-person attendance and social emotional support due to COVID 19. Resources were re-allocated to supporting students and families through distance learning and the transition to hybrid learning.

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.

To align with the district's LCAP, the SPSA reflects four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and transition to the hybrid model of instruction.

2020-21

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 2020-21	Expected Outcome 2021-22
Winter School Survey 2020-21 Climate of Support for Academic Learning. Percent strongly agree/agree overall	80% parents overall agree or strongly agree that school holds high standards for academic achievement.	Expect a 3% increase in parent satisfaction rating.
iReady Reading	Percentile Early On/Mid or Above Standard All: 61% above standard Low SES: 54% 1 or more grades below standard	Percentile Early On/Mid or Above Standard All: 65% above standard Low SES: 50% 1 or more grades below standard
K-2 Text Level Data	Meets/Exceeds in 2nd Administration of Assessments All: 38.8% Low SES: 28.57%	Meets/Exceeds in 4th Administration of Assessments All: 70% Low SES: 40%
iReady Math	Percentile Early On/Mid or Above Standard	Percentile Early On/Mid or Above Standard

Metric/Indicator

Baseline 2020-21

Expected Outcome 2021-22

	All: 54% early on, mid or above standard Low SES: 68% 1 or more grades below standard	All: 58% early on, mid or above standard Low SES: 64% 1 or more grades below standard
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Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide K-6 math supports including - but not limited to - supplies and resources for targeted groups.	X All Students X English Learners X Low-Income Students Foster Youth Other	Teachers, Support staff, Principal, and Students	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	700.00	Aug. 2021 - June 2022
3.2	Provide supplemental math and reading assessment supports to guide intervention strategies for struggling learners.	X All Students X English Learners X Low-Income Students Foster Youth Other	Teachers, Support staff, Principal, district personnel	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1,500	Aug. 2021 - June 2022

3.3	Provide supplemental reading 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	Administrator, support staff, and teachers	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5,500	Nov. 2021 - June 2022
3.4	Provide on-site technology device support for students and parents for access to online learning and communication platforms.	X All Students X English Learners X Low-Income Students Foster Youth Other	Administrator, support staff and teachers	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1,500	
3.5	Provide after-school small group and one-to-one intervention support for struggling learners.	X All Students English Learners X Low-Income Students Foster Youth Other	Teachers, Support staff, Principal, and Students	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	4,000.00	Aug. 2021 - June 2022

3.6	Provide instructional assistants collaboration time and professional training to support struggling students.	X All Students X English Learners Low-Income Students Foster Youth Other	Teachers, Support staff, Principal, and Students	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,000.00	Aug. 2021 - June 2022
3.7	Provide 1.0 FTE English Language Development (ELD) teacher to provide additional support to English learners.	All Students X English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	108,126	Aug. 2021 - June 2022
3.8	Develop and implement regular after-school intervention support including - but not limited to - coordinating and progress	X All Students X English Learners X Low-Income Students Foster Youth Other	Teachers, Support staff, Principal, parents and Students	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	2,500.00	Aug 2021 - June 2022

monitoring SST
programs.

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: 2020-21

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

ANALYSIS

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

The implementation of the actions described in the 2019-20, were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. Students were unable to attend field trips aligned to state standards that provide real world experiences.

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 difference between intended and actual expenditures resulted from restrictions in offering in-person attendance and social emotional support due to COVID 19. Resources were re-allocated to supporting students and families through distance learning and the transition to hybrid learning.

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.

To align with the district's LCAP, the SPSA reflects four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and transition to the hybrid model of instruction.

2020-21

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 2020-21	Expected Outcome 2021-22
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.
College and Career Informational Night Attendance Number	35 parents attended the College and Career Informational Night 1 English Language Learner Identified parent attended	35 parents will attend the College and Career Informational Night 3 English Language Learner Identified parent will attend
Number of enrichment opportunities offered before, during or after school.	Currently offer before school intermediate band virtually.	Expand enrichment opportunities by one class after school.
Winter 2020-21 School Survey- Participation/Engagement/Motivation overall rating based on these questions: * Students are excited about what they are learning. * Teachers make students feel that their learning is important. * Quality classes/activities are offered that meet each child's/student's interests and talents. Percent strongly agree/agree	70% of parents felt students are excited about what they are learning. 83.3% of parents felt teachers make students feel that their learning is important. 63.3% of parents felt quality classes/activities are offered that meet each child's/student's interests and talents.	75% of parents felt students are excited about what they are learning. 85% of parents felt teachers make students feel that their learning is important. 70% of parents felt quality classes/activities are offered that meet each child's/student's interests and talents.

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.	<input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other	Administrator, teachers, support staff, parents, students	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries	1,000.00	Jan. - May 2022

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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$139,626.00

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	\$108,126.00
LCFF Supplemental Site Allocation	\$31,500.00

Subtotal of state or local funds included for this school: \$139,626.00

Total of federal, state, and/or local funds for this school: \$139,626.00

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	0.00
LCFF Supplemental English Learner Central	108,126	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental English Learner Central	108,126.00
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	3,000.00
1000-1999: Certificated Personnel Salaries	112,126.00
2000-2999: Classified Personnel Salaries	16,500.00
4000-4999: Books And Supplies	700.00
5000-5999: Services And Other Operating Expenditures	7,000.00
5900: Communications	300.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	108,126.00
0000: Unrestricted	LCFF Supplemental Site Allocation	3,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	4,000.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	16,500.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	700.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	7,000.00
5900: Communications	LCFF Supplemental Site Allocation	300.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,100.00
Goal 2	5,700.00
Goal 3	125,826.00
Goal 4	1,000.00

School Site Council Membership

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

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

Name of Members	Role
Lorin Harrott	Parent or Community Member
Sara Lennertz	Parent or Community Member
Abdullah Abdullah	Parent or Community Member
Elizabeth Evenson	Parent or Community Member
Rafael Ruano	Parent or Community Member
Kathy Leachman	Other School Staff
Melinda Livermore	Classroom Teacher
Dina Winston	Classroom Teacher
Morgan McAllister	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 Aug. 6, 2021.

Attested:



Principal, Margaret A. Terzich on Aug. 6, 2021



SSC Chairperson, Lorin Harrott on Aug. 6, 2021

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
 - B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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

Budget By Expenditures

Mission Avenue Open Elementary School

Funding Source: LCFF Supplemental English Learner Central **\$108,126.00 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	\$108,126.00	Engaging Academics	

LCFF Supplemental English Learner Central Total Expenditures: \$108,126.00

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
Develop and implement regular after-school intervention support including - but not limited to - coordinating and progress monitoring SST programs.	2000-2999: Classified Personnel Salaries	\$2,500.00	Engaging Academics	
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.	2000-2999: Classified Personnel Salaries	\$1,000.00	Clear Pathways to Bright Futures	
Provide translators for meetings that include updates on the school, programs, safety and events.	2000-2999: Classified Personnel Salaries	\$1,000.00	School Connectedness	
Provide parent 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.	2000-2999: Classified Personnel Salaries	\$3,300.00	School Connectedness	

Mission Avenue Open Elementary School

Offer digital communication platform that offers automated translation for all information sent home routinely.	5900: Communications	\$300.00	School Connectedness
Coordinate and provide translation support/services for school-to-home communications about classroom information and events, school events, and community resources.	2000-2999: Classified Personnel Salaries	\$2,500.00	School Connectedness
Develop and implement an attendance incentive plan with daily monitoring.	2000-2999: Classified Personnel Salaries	\$2,700.00	Healthy Environments for Social-Emotional Growth
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.	0000: Unrestricted	\$3,000.00	Healthy Environments for Social-Emotional Growth
Provide K-6 math supports including - but not limited to- - supplies and resources for targeted groups.	4000-4999: Books And Supplies	\$700.00	Engaging Academics
Provide supplemental math and reading assessment supports to guide intervention strategies for struggling learners.	5000-5999: Services And Other Operating Expenditures	\$1,500.00	Engaging Academics
Provide supplemental reading support using an online intervention platform to support struggling learners at all levels.	5000-5999: Services And Other Operating Expenditures	\$5,500.00	Engaging Academics
Provide on-site technology device support for students and parents for access to online learning and communication platforms.	2000-2999: Classified Personnel Salaries	\$1,500.00	Engaging Academics
Provide after-school small group and one-to-one intervention support for struggling learners.	1000-1999: Certificated Personnel Salaries	\$4,000.00	Engaging Academics
Provide instructional assistants collaboration time and professional training to support struggling students.	2000-2999: Classified Personnel Salaries	\$2,000.00	Engaging Academics

Mission Avenue Open Elementary School

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

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Mission Avenue Open Elementary School Total Expenditures: \$139,626.00