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	June 2, 2023	August 8, 2023

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

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. 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

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Mission Avenue Open Elementary School met the criteria for the following student group: (1) Low Achievement in ELA and math for Students with Disabilities, (2) Chronic Absenteeism for Students with Disabilities, Low Socio-Economic Status, and Hispanic student groups.

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 aligns with the San Juan Unified Local Control Accountability Plan (LCAP) to eliminate gaps in student outcomes based on poverty, race or English language proficiency. All actions are directed toward accelerating learning and promoting social emotional wellness. The plan utilizes supplemental funding to provide for professional learning, student intervention, parental engagement and engaging supplemental materials and extra hours to mitigate learning loss during distance learning. 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.

Authentic Relationships: Strong, positive and proactive relationships are critical to student success, engagement and success. We believe that relationships and communication between students, families, staff, teachers, administrators are the foundation of a strong school and district culture.

Communities: We are dedicated as a district and school site to create a culture and community in our schools and across the district that is welcoming, culturally responsive, and supportive. Effective learning environments are created when students, staff and families are emotionally, physically and socially safe.

Engaging, Rigorous and Relevant Learning for Every Student: Every Mission Ave Open student is provided with (academic, social, and emotional) learning experiences that are relevant, rigorous and engaging. Students have tiered supports based on their specific needs to ensure that they are able to meet their potential and individual career and college goals.

Supporting and Empowering Staff: Ensuring that staff have the tools, resources, training and professional learning that promotes positive school culture. Our capacity and collective efficacy as a team ensures our students are served at the highest level.

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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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

	Guidance
Data Analysis	Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups. Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.

Data Analysis was completed with teachers, Site Leadership Team, School Site Council, English Learner Advisory Committee, and
Parent Groups. Data includes surveys, local assessment, empathy gathering and observations.

The data collected from the 2022-23 school year serves as a baseline for determining strategies and resources to mitigate gaps in learning and social-emotional supports.

Satellite Data
Data Dashboard - 2022
English Language Arts - all students were .4 above the standard on the CAASPP state assessment, yet English learner subgroup (66.1 points below standard) and Students with Disabilities subgroup (87.3 points below standard) shows a discrepancy. ELA Data Comparison for English learners shows a discrepancy between Reclassified English learners (10.6 points above standard), current English learners (66.1 points below standard) and English only (7.6 above standard).
Mathematics - all students are 29.9 points below standard on the CAASPP state assessment, yet English learner subgroup (89.8 points below standard) and Students with Disabilities subgroup (96.9 points below standard) are not performing as well as all other subgroups. Mathematics Data Comparison for English learners shows that current English learners are 89.8 points below standard, Reclassified English learners are 31.3 points below standard and English only students are 21.9 points below standard.

English Learner Progress indicator is very high for students making progress towards proficiency with 67.2% making progress towards and 27.6% who maintained English language proficiency. *First year of ELPI data report.

Attendance Rates: Data reviewed from Aug. 2022 to Jan. 2023 indicated a Chronic Absenteeism rate of 25.5% for all students, 28.6% for Hispanic students, 28.2% for those identified as Low Socio-Economic Status, and 23% for Students with Disabilities.

Suspension Rate showed that only .46% of all students were issued a home suspension at least once, which was an decrease of .67% from the previous year; however, Students with Disabilities were suspended at a rate of 2.99% (an increase of 1.3% from the previous year).

Survey results:

District's LCAP Survey Winter 2022
85 parents, 16 staff members, and 131 students in grades 4-6th completed the survey.

In area of Caring Relationships, 84.71% of parents, 68.99% of students, and 100% of staff felt there are students and staff on campus who listen to students when they have something to say. Similarly, 79.76% of parents, 57.36% of students, and 93.75% of staff felt there is an adult from the school who checks on how students are doing.

In the area of School Decision Making, 67.86% of parents, 65.89% of students, and 93.75% of staff felt the school seeks input when making important decisions. Similarly, 54.22% of parents, 69.35% of students, and 75% of staff felt important school decisions reflect diverse input.

In the area of Sense of Belonging, 62.35% of parents, felt 32.26% of students, and 43.75% of staff students are respectful to each other at school. Additionally, 68.29% of parents, 64.17% of students, and 62.50% of staff felt curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.

In the area of Safety, 71.43% of parents, 57.38% of students, and 73.33% of staff safe sharing different viewpoints and perspectives at my school.

In the area of High Expectations, 71.76% of parents, 70.40% of students, and 93.75% of staff felt students are challenged academically at school.

In the area of Academic Progress, 83.13% of parents, 64.52% of students, and 100% of staff felt students feel comfortable and unjudged to ask their teacher for help.

Academic Data Analysis for Winter of the 2022-2032 school year:

Using iReady diagnostic assessments for English Language Arts, 46.8% of all students scored at grade level. For students identified as English Language Leaners, 16.7% scored at grade level. For students identified as lower socio-economic status, 32.5% scored at grade level. For students with disabilities, 25.6% scored at grade level.

Using iReady diagnostic assessments for math, 29.7% of all students scored at grade level. For students identified as English Language Learners, 2.8% scored at grade level. For students identified as lower socio-economic status, 13.8% scored at grade level. For students with disabilities, 28.2% scored at grade level.

Using Text Level data in Winter of 2022 for students in grades K - 2, 53.5% of all students performed at grade level. For students identified at English Language Learners, 34% of students performed at grade level. For students identified as lower socio-economic status, 39.4% performed at grade level. For students with disabilities, 52.2% performed at grade level.

Based on the above data, staff recognizes that English Language Learners, low income students, and students with disabilities were negatively impacted when compared to students who speak English and do not qualify for free and/or reduced meals.

English Language Arts

All Students

Explore 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.

All Students

All Students | State

Medium

0.4 points above standard
Number of Students: 242

Student Group Details
All Student Groups by Performance Level

5 Total Student Groups

Very Low	Low	Medium
Students with Disabilities	English Learners	No Student Groups
	Hispanic	
	Socioeconomically Disadvantaged	

High	Very High	No Performance Level
White	No Student Groups	African American
		American Indian
		Asian
		Filipino
		Homeless
		Two or More Races

Explore Groups By Performance Level

Very Low 2 | Low 3 | Medium 0 | High 1 | Very High 0 | No Performance Level 6

Students with Disabilities

Student Group | State

Very Low

87.3 points below standard
Number of Students: 36

English Language Arts Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

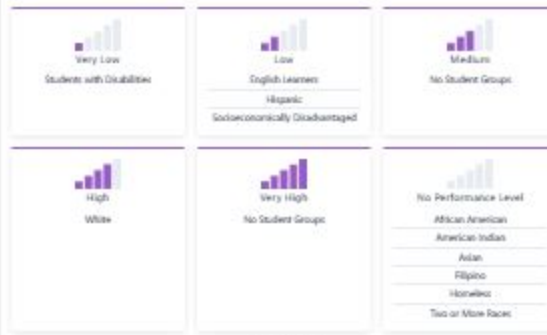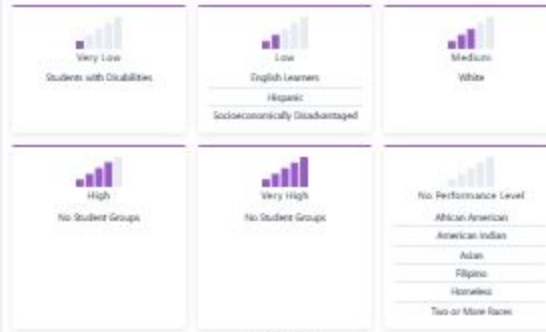| Current English Learners	Reclassified English Learners	English Only
66.1 points below standard	10.6 points above standard	7.6 points above standard
Number of Students: 29	Number of Students: 12	Number of Students: 197

Mathematics

All Students

Explore 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.

All Students

Low

29.9 points below standard
Number of Students: 242

Student Group Details
All Student Groups by Performance Level

5 Total Student Groups

Very Low	**Low**	**Medium**
Students with Disabilities	English Learners	White
	Hispanic	
	Socioeconomically Disadvantaged	

High	**Very High**	**No Performance Level**
No Student Groups	No Student Groups	African American
		American Indian
		Asian
		Filipino
		Homeless
		Two or More Races

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Explore Groups By Performance Level

(Very Low) (Low) (Medium) (High) (Very High) (No Performance Level)

Students with Disabilities

Very Low

96.9 points below standard
Number of Students: 36
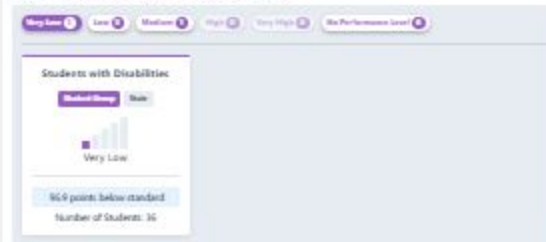
Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners	Reclassified English Learners	English Only
88.8 points below standard	31.3 points below standard	21.9 points below standard
Number of Students: 29	Number of Students: 12	Number of Students: 196

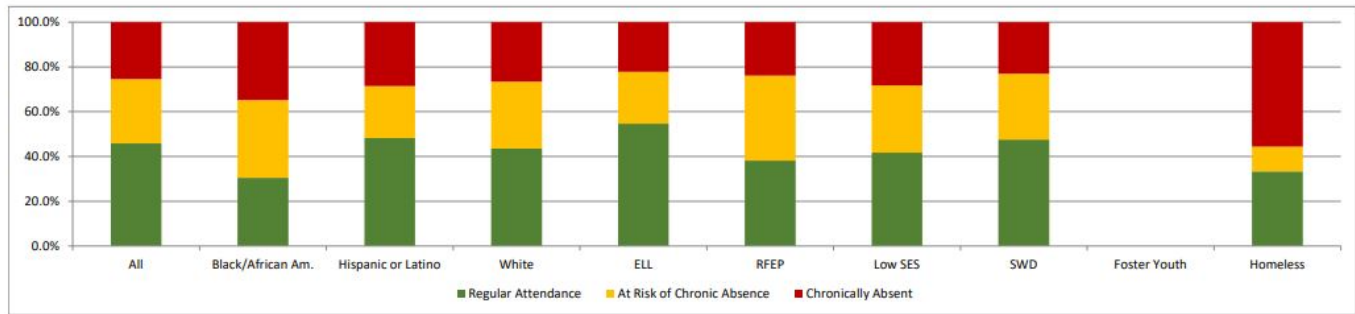| Group or Program	Number of Students				Percent of Students			Attendance and Absence Rates						
	Total Enrolled	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	Chronically Absent	At Risk of Chronic Absence	Regular Attendance	# Days Poss	# Days Absent	# Days Covid Absent	# Days Non Covid Absent	Attendance Rate	Covid Absence Rate	Non Covid Absence Rate
All	428	109	123	196	25.5%	28.7%	45.8%	35,283	2,345	166	2,179	93.4%	7.08%	92.92%
Black/African Am.	23	8	8	7	34.8%	34.8%	30.4%	1,886	149	9	140	92.1%	6.04%	93.96%
Hispanic or Latino	56	16	13	27	28.6%	23.2%	48.2%	4,477	318	17	301	92.9%	5.35%	94.65%
White	278	74	83	121	26.6%	29.9%	43.5%	23,142	1,583	113	1,470	93.2%	7.14%	92.86%
ELL	86	19	20	47	22.1%	23.3%	54.7%	7,101	413	34	379	94.2%	8.23%	91.77%
RFEP	21	5	8	8	23.8%	38.1%	38.1%	1,715	114	14	100	93.4%	12.28%	87.72%
Low SES	156	44	47	65	28.2%	30.1%	41.7%	12,853	966	73	893	92.5%	7.56%	92.44%
SWD	61	14	18	29	23.0%	29.5%	47.5%	5,217	339	18	321	93.5%	5.31%	94.69%
Foster Youth	-	-	-	-				-	-	-	-			
Homeless	9	5	1	3	55.6%	11.1%	33.3%	566	88	9	79	84.5%	10.23%	89.77%

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis. Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.

Site leadership including administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in collaborative conversations to develop a deeper understanding of the data sources identified above and create recommendations. The School Site Council, English Learners Advisory Committee, and instructional staff participated in data walks to explore root causes for low achievement in ELA and math specifically for students with disabilities. The team agreed students with disabilities need greater access to high-quality, explicit instruction/intervention support in foundational reading and math skills to make content more accessible. Improving the quality of reading instruction and providing reading interventions has been a focus this past year. Progress monitoring with data such as BPST assessments, Text Level data and classroom formative assessments demonstrated students continue to benefit from ongoing reading intervention support. Students made gains in high frequency words and phonemic awareness, but continue to need support in areas such as comprehension and vocabulary. Additionally, students with disabilities will also benefit from increased access to high-quality math instruction and intervention support. The team noted another root cause for low achievement with students with disabilities is related to a higher rate of Chronic Absenteeism when compared to other student groups.

Educational partners reviewed the high rate of Chronic Absenteeism within the following student groups: students with disabilities, low socio-economic and Hispanic groups. The team agreed a root cause for the high rate of Chronic Absenteeism is because families remain concerned about COVID exposure and/or take vacation when school is in session. The aforementioned student groups would benefit from improved school attendance with access to high-quality instruction.

The District's Climate Survey demonstrates that although parents and staff believe students receive ample support in the areas of a Sense of Belonging and Caring Relationships, students continue to show their need for respectful and caring interactions with peers and staff on campus. Educational partners identified that within the district's Climate Survey, students lack the necessary social skills for regulating their emotions and solving problems occurring on the playground/within the classroom. The team agreed these areas of struggle are a result of limited practice in positive peer relationships as a result of distance learning. Students need greater levels of direct, explicit instruction on how to resolve conflicts, make good decisions, and be a good friend.

Empathy gathering was held during 3 Listening Sessions with parents, 3 Listening Sessions with students, and ELAC meetings during the school year with the support of the Equity and Family and Community Engagement (FACE) Departments. The sessions revealed that parents of English Language Learners, lower socio-economic status and students with disabilities want greater levels of support in direct instruction and small group settings to bridge gaps in academic and social emotional learning. Access to reading interventions that provide targeted instruction with progress monitoring remain a priority.

Resource Inequities

What resource inequities did you discover?

	Guidance
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

Through the Comprehensive Needs Assessment process with a focus on the impact of mitigating learning loss caused by the pandemic, the focus of this plan is to address resource inequities related to bridging learning gaps and supporting students' academic and social emotional needs. The resources include, but are not limited to:
1. Opportunities for SEL instruction regulating emotions and problem solving throughout the school day.
2. Access for students to small group, targeted interventions during the regular school day.
3. Access and implementation of benchmark assessments to progress monitor academic achievement.
4. Access to engaging learning activities that are hands-on, experiential and aligned to essential standards.

Input from Educational Partners

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

Teachers reported students need continued practice in self-assessing emotions, working out conflicts, and making wise decisions. Teachers chose to use Zones of Regulation resources and support to extend student learning opportunities and create common language around SEL concepts. Teachers noted that students with English as a second language, lower socio-economic status, and students with disabilities faced significant disparities in access to SEL instruction, practice and mental health support as a result of distance learning and continue to demonstrate delays in these areas. Teachers noted that decreasing the rate of chronic absences for students will help close SEL and achievement gaps. Teachers identified the ongoing need to support in reading instruction to improve comprehension and vocabulary, which will also benefit student achievement on math word problems. Teachers agree that evaluating math instructional practices at the Tier 1 level will help bridge gaps in student achievement.

The School Site Council (SSC) met 6 times during the school year with discussions that included a review of the Comprehensive Needs Assessment, LCFF budget, strategies and resources to support students. The Council, consisting of parents, teachers, classified staff, and the principal reviewed student data and identified priority areas and actions. Data was collected and reviewed from local assessments and surveys of staff, students and parents. Members of the School Site Council expressed concerns about the school climate, equity and inclusion for all students, decreased volunteerism, desire for high quality math instruction, and ensure access to experiential learning through field trips.

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 knowledge of early reading instruction. Parents said their students would benefit from additional support in small group instruction and SEL support.

The Mission Parent-Teacher Association (PTA) Executive and General members participated in collaborative discussions that included offering a liaison to increase parent engagement with a focus on equity and inclusion, and providing translated PTA materials at school events. Parents continue to support the strong desire for field trips and parent volunteerism. Parents also support the need for ongoing SEL instruction and mental health support to ensure all students feel a sense of belonging, community, and respect as students at Mission.

Common themes gathered from parents were 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 remain concerned about incidents of bullying between students and parents with differing viewpoints, and agree that implementation of restorative practices remain critical for the school community and climate.

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 achievement varies according to each student's circumstance, and data found greater disparities for lower socio-economic status, language proficiency, and students with learning disabilities. This finding indicates there is a need for improved identification of struggling learners and progress monitoring within these subgroups. Interventions should include small groups, one-to-one, and targeted instruction to bridge gaps for these groups of students.

Family Engagement: There is a significant inequity in parent and student engagement based on lower socio-economic status, language proficiency, and learning disabilities. Efforts to increase

engagement need to be more inclusive to increase parents/students sense of belonging to the school community.

Social Emotional Support: There is a significant inequity that impacted students with disabilities, lower socio-economic status, and language proficiency. Efforts to address the trauma, self-esteem, and positive habits for school readiness are needed to support these populations.

Progress Monitor with Benchmark Assessments: There is a significant inequity in learning loss based on lower socio-economic status, language proficiency and students with 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 Students a Broad Range of Educational Materials: There is an inequity in student achievement 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.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.5%	0.23%	0.25%	2	1	1
African American	1.9%	1.88%	3.46%	8	8	14
Asian	6.9%	9.15%	12.59%	30	39	51
Filipino	0.7%	0.94%	0.74%	3	4	3
Hispanic/Latino	14.6%	15.49%	12.84%	63	66	52
Pacific Islander	%	%	0%			0
White	66.2%	63.62%	61.98%	286	271	251
Multiple/No Response	9.3%	8.69%	8.15%	40	37	33
			Total Enrollment	432	426	405

Student Enrollment
Enrollment By Grade Level

Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	49	69	54
Grade 1	49	51	78
Grade 2	76	52	53
Grade3	52	78	53
Grade 4	53	53	82
Grade 5	86	56	56
Grade 6	67	67	29
Total Enrollment	432	426	405

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	20-21	**21-22**	**22-23**	**20-21**	**21-22**	**22-23**
English Learners	66	78	85	15.30%	18.3%	21.0%
Fluent English Proficient (FEP)	16	24	26	3.70%	5.6%	6.4%
Reclassified Fluent English Proficient (RFEP)	0			0.0%		

Mission Avenue Open Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	197	54	63	0	15	76	106			
Black/African Am.	14	5	5	4	2	6	6			
Hispanic or Latino	19	7	4	4	4	8	7			
White	126	33	41	49	5	44	77			
EL	47	13	22	10	3	28	16			
RFEP	5	0	0	4	0	0	4			
Low SES	71	17	37	14	1	42	28			
SWD	23	6	8	8	0	10	12			
FY	0	0	0	0	0	0	0			
Homeless	3	0	2	0	0	2	0			

Mission Avenue Open Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	198	46.2%	53.8%	0.0%	7.6%	38.4%	53.5%			
Black/African Am.	14	35.7%	35.7%	28.6%	14.3%	42.9%	42.9%			
Hispanic or Latino	19	46.7%	26.7%	26.7%	21.1%	42.1%	36.8%			
White	126	26.8%	33.3%	39.8%	4.0%	34.9%	61.1%			
EL	47	28.9%	48.9%	22.2%	6.4%	59.6%	34.0%			
RFEP	5	0.0%	0.0%	100.0%	0.0%	0.0%	80.0%			
Low SES	71	25.0%	54.4%	20.6%	1.4%	59.2%	39.4%			
SWD	23	27.3%	36.4%	36.4%	0.0%	43.5%	52.2%			
FY	0									
Homeless	3	0.0%	100.0%	0.0%	0.0%	66.7%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Approaching, One, or Two grade levels below standard

Mission Avenue Open Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0	0	0	0	0	0	0			
K	57	51	0	2	5	25	27			
1	85	2	44	32	7	39	39			
2	55	1	19	34	3	12	40			

Mission Avenue Open Elementary -2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group		Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	0									
K	57	96.2%	0.0%	3.8%	8.8%	43.9%	47.4%			
1	85	2.6%	56.4%	41.0%	8.2%	45.9%	45.9%			
2	55	1.9%	35.2%	63.0%	5.5%	21.8%	72.7%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

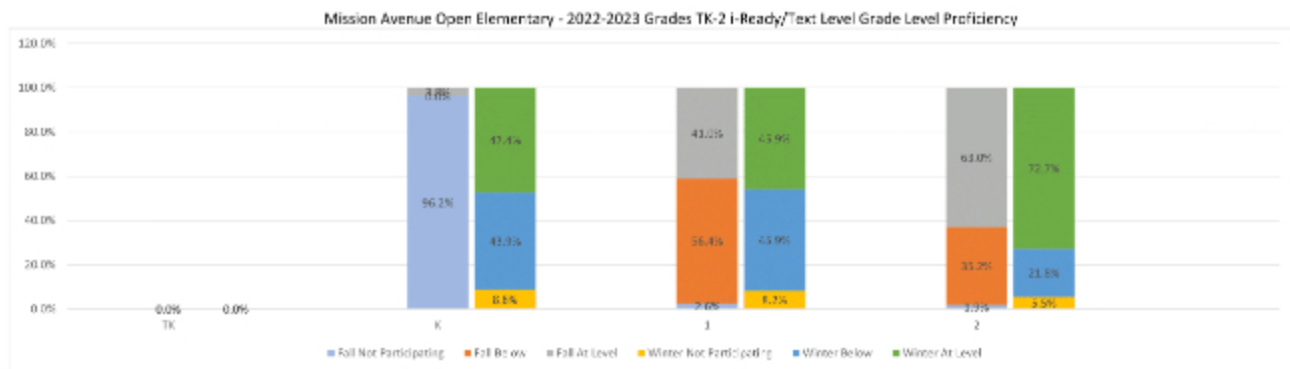
Mission Avenue Open Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Conclusions based on this data:

1. Text level data for the 2022-2023 school year found that 53.5% of all students in grades K-2 read at grade level. While all students demonstrated substantial growth between the fall and winter assessments, students from the following subgroups made the greatest gains in achievement: low socio-economic, students with disabilities, and African American students.

   Text level data for the 2022-2023 school year found the greatest disparities in reading achievement for English Language Learners (27.1%), students from low socio-economic status (21.7%), and students with disabilities (8.9%) when compared to white, English speaking students.

Caring Relationships

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) School has a climate that is caring.		84	89.29%	131	77.10%	16	93.75%
B) There are students and staff on campus who listen to students when they have something to say.		85	84.71%	129	68.99%	16	100.00%
C) There is an adult from the school who checks on how students are doing.		84	79.76%	129	57.36%	16	93.75%
D) School has the materials, staff, programs, and supports needed to help all students do their best.		84	82.14%	127	79.53%	16	43.75%
E) Staff feels supported to do their job well in meeting the needs of all students.						16	81.25%
F) Staff feels part of an effective team.						16	81.25%

Family and Staff Engagement

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.		84	89.29%			16	87.50%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.		85	85.88%			16	62.50%
C) The school offers families opportunities to be involved in school and classroom activities.		84	91.67%			16	100.00%
D) The school keeps families well-informed about school activities.		84	94.05%			16	100.00%
E) The staff at our school listens to family concerns about issues.		85	80.00%			16	100.00%
F) The staff at school are helpful and welcoming when families come to school or call.		85	84.71%			16	93.75%
G) The school and families are partners in promoting positive behavior for my student.		85	90.59%			16	81.25%
H) Families who speak a language other than English receive general information about our school in their home language.		84	92.86%			16	50.00%
I) Staff receive information about upcoming events and important information about the school.						16	100.00%

School Decision Making

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) School seeks input when making important decisions.		84	67.86%	129	65.89%	16	93.75%
B) Important school decisions reflect diverse input.		83	54.22%	124	69.35%	16	75.00%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.		85	90.59%				
D) The principal and staff listen to concerns of other staff members about issues.						16	87.50%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.						16	87.50%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.						16	81.25%
G) Our school uses data from this survey to inform site decision making.						16	62.50%
H) Staff voice matters in decision making.						16	62.50%

Safety

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Concerns about student safety are taken seriously.		85	82.35%	127	79.53%	15	100.00%
B) Concerns about student safety are addressed in a timely manner at my school.		83	83.13%	126	74.60%	16	93.75%
C) My school is a safe place for all students.		84	84.52%	125	73.60%	16	100.00%
D) My school is a safe place for all staff.						16	100.00%
E) Students know what staff member to go to if they have a safety concern.		84	80.95%	120	75.83%	16	100.00%
F) Students know school safety protocols.		83	83.13%	122	95.08%	16	93.75%
G) I feel safe sharing different viewpoints and perspectives at my school.		84	71.43%	122	57.38%	15	73.33%

Sense of Belonging

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) School staff respects student diversity.		85	75.29%	129	85.27%	16	81.25%
B) Adults at my school treat students respectfully.		85	90.59%	128	83.59%	16	87.50%
C) Students are respectful to each other at school.		85	62.35%	124	32.26%	16	43.75%
D) Students have opportunities to socialize with other students often at school.		85	89.41%	121	80.17%	16	93.75%
E) Students have an adult on campus they trust.		84	85.71%	125	82.40%	16	100.00%
F) Students trust other students at school.		85	88.24%	125	88.80%	16	87.50%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.		82	68.29%	120	64.17%	16	62.50%
H) School staff reflects student diversity.		83	55.42%	118	60.17%	16	31.25%

Academic Progress

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Families and students understand how assignments and tests are graded.		84	75.00%	127	74.80%	16	62.50%
B) Questions and concerns about schoolwork are addressed.		84	86.90%	125	77.60%	16	87.50%
C) Student grades reflect their knowledge of the material.		85	81.18%	121	76.86%	16	93.75%
D) Adults at my school believe all students can be successful.		84	89.29%	125	84.00%	16	87.50%
E) Students feel comfortable and unjudged to ask their teacher for help.		83	83.13%	124	64.52%	16	100.00%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.		85	92.94%	121	82.64%	16	100.00%
G) Teachers at my school go out of their way to help all students.		84	88.10%	125	68.80%	16	100.00%
H) Students receive timely and regular feedback on their learning.		84	82.14%	121	85.95%	16	87.50%
I) Staff at my school provides resources or ideas that help families support their students at home.		84	85.71%			16	87.50%

High Expectations

	Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
		N	Pct	N	Pct	N	Pct
A) Students are challenged academically at school.		85	71.76%	125	70.40%	16	93.75%
B) School recognizes and celebrates the academic success of all students.		83	75.90%	126	65.08%	16	87.50%
C) Adults on campus motivate students to do their best.		84	79.76%	125	79.20%	16	100.00%
D) School provides additional academic support when students are struggling.		84	75.00%	124	72.58%	16	87.50%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Student Engagement	N	Pct	N	Pct	N	Pct
A) Students are interested in what they are learning.	84	82.14%	126	68.25%	16	93.75%
B) Students have access to classes and activities that meet their interests and talents.	85	81.18%	123	73.17%	16	81.25%
C) Students understand how to complete their schoolwork.	84	88.10%	123	78.86%	16	87.50%
D) Students complete assignments on time.	84	83.33%	123	65.85%	16	75.00%
E) Students are motivated to do their schoolwork.	85	65.88%	119	69.75%	16	81.25%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
College and Career Readiness	N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.	77	44.16%	122	72.13%	16	37.50%
B) Students and families know what classes they will have to take and pass to graduate from high school.	74	48.65%	122	57.38%	16	18.75%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	75	58.67%	118	57.63%	16	31.25%
D) School offers college and career programs.	71	18.31%	118	25.42%	16	0.00%
E) Students participate in programs to learn about different jobs, careers, and colleges.	72	25.00%	118	33.90%	16	25.00%
F) Students are prepared for the next step of their educational experience.	76	53.95%	119	73.11%	16	68.75%
G) Staff are optimistic about the future of their career in San Juan Unified.					16	62.50%
H) There are equitable opportunities for advancement in the district.					16	68.75%

Pct Strongly Agree/Agree	Parent		Student (gr. 4-12)		Staff	
Customer Satisfaction	N	Pct	N	Pct	N	Pct
A) I would recommend my school to other families.	83	80.72%	127	79.53%	16	87.50%
B) San Juan Unified School District is a district that I would recommend to other families.	83	74.70%	127	78.74%	16	81.25%

Mission Avenue Open Elementary 2022-2023 Suspension Data
Date Range: 8/11/2022 to 4/27/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	439	2	0.46%	3	2	0.46%	4	0.91%	4	0.91%
Black/African Am.	24	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Hispanic or Latino	61	-	0.00%	-	-	0.00%	1	1.64%	1	1.64%
White	279	2	0.72%	3	2	0.72%	1	0.36%	1	0.36%
ELL	92	-	0.00%	-	-	0.00%	2	2.17%	2	2.17%
RFEP	22	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Low SES	161	1	0.62%	-	1	0.62%	2	1.24%	2	1.24%
SWD	67	2	2.99%	3	2	2.99%	0	0.00%	0	0.00%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	11	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%

% of Students with 1+ Days Home Suspensions

Home Suspension Rate

% of Students with 1+ Days PASS/In-Class Suspensions

PASS or In-Class Penalty Rate
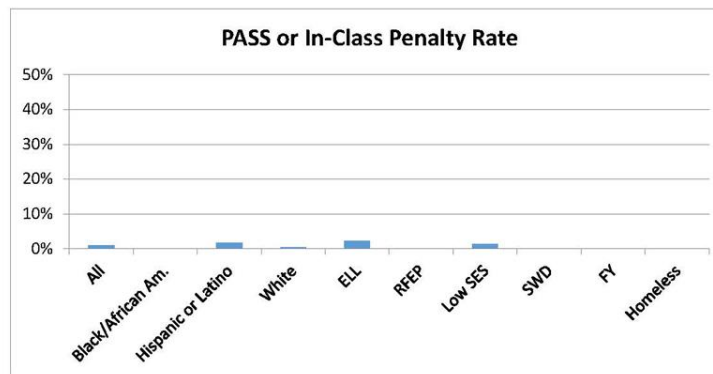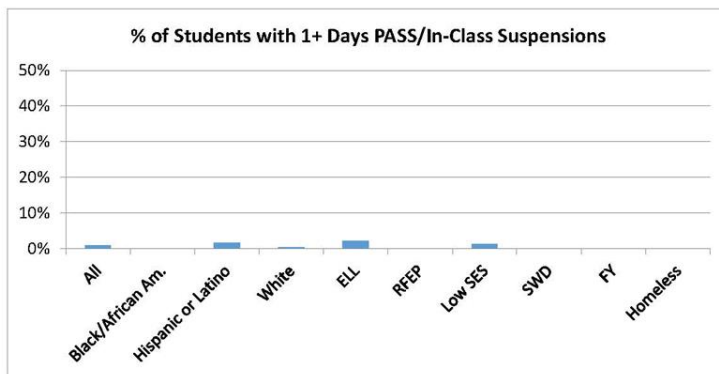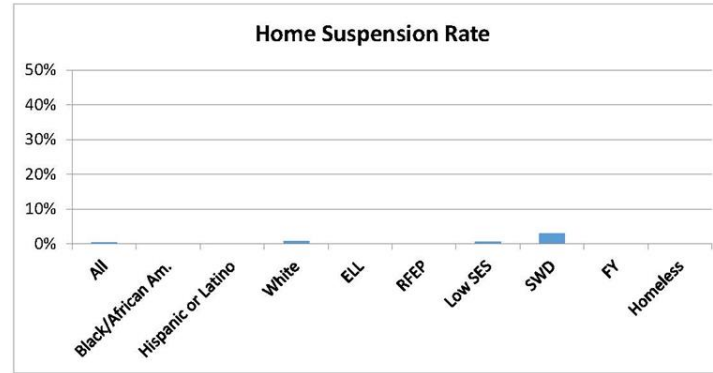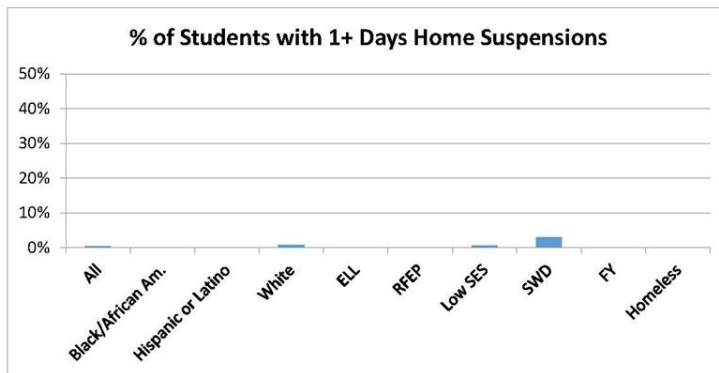
* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Mission Avenue Open Elementary - i-Ready Diagnostic 2 ELA Proficiency Level by Group
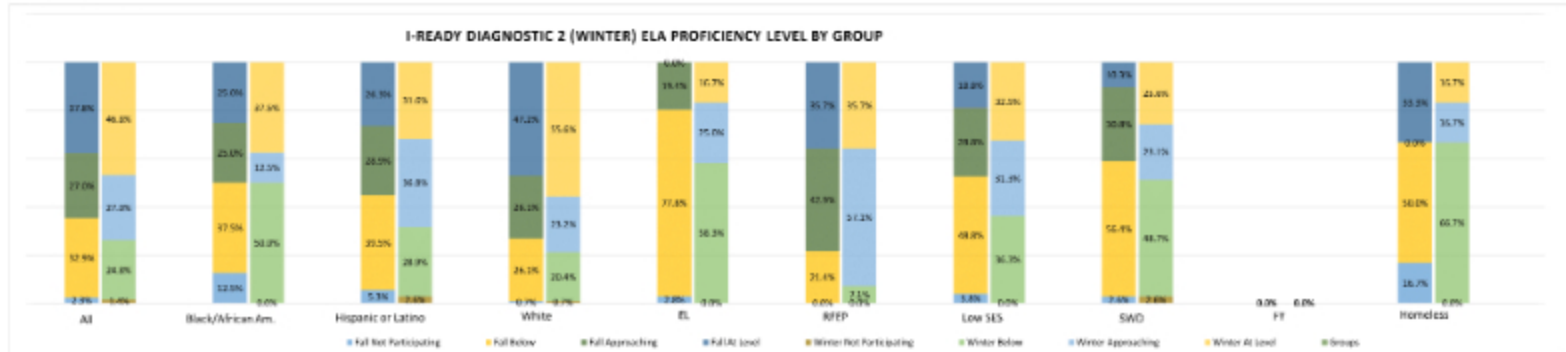
Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	222	5	73	60	84	3	55	60	104				
Black/African Am.	8	1	3	2	2	0	4	1	3				
Hispanic or Latino	38	2	15	11	10	1	11	14	12				
White	142	1	37	37	67	1	29	33	79				
EL	36	1	28	7	0	0	21	9	6				
RFEP	14	0	3	6	5	0	1	8	5				
Low SES	80	3	39	23	15	0	29	25	26				
SWD	39	1	22	12	4	1	19	9	10				
FY	0	0	0	0	0	0	0	0	0				
Homeless	6	1	3	0	2	0	4	1	1				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	222	2.3%	32.9%	27.0%	37.8%	1.4%	24.8%	27.0%	46.8%				
Black/African Am.	8	12.5%	37.5%	25.0%	25.0%	0.0%	50.0%	12.5%	37.5%				
Hispanic or Latino	38	5.3%	39.5%	28.9%	26.3%	2.6%	28.9%	36.8%	31.6%				
White	142	0.7%	26.1%	26.1%	47.2%	0.7%	20.4%	23.2%	55.6%				
EL	36	2.8%	77.8%	19.4%	0.0%	0.0%	58.3%	25.0%	16.7%				
RFEP	14	0.0%	21.4%	42.9%	35.7%	0.0%	7.1%	57.1%	35.7%				
Low SES	80	3.8%	48.8%	28.8%	18.8%	0.0%	36.3%	31.3%	32.5%				
SWD	39	2.6%	56.4%	30.8%	10.3%	2.6%	48.7%	23.1%	25.6%				
FY	0												
Homeless	6	16.7%	50.0%	0.0%	33.3%	0.0%	66.7%	16.7%	16.7%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching – One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY LEVEL BY GROUP

Mission Avenue Open Elementary - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade
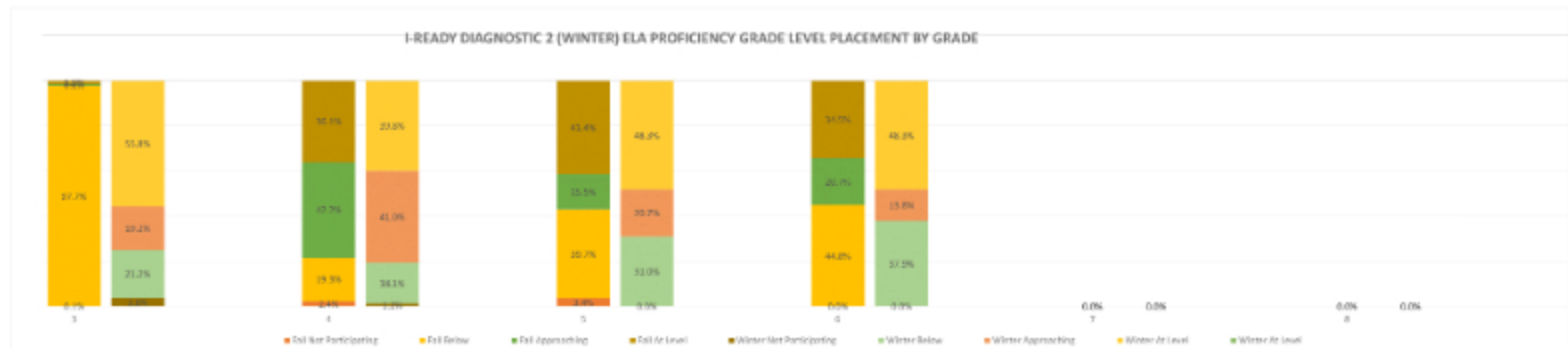
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	52	1	21	10	20	2	11	10	29				
4	83	2	16	35	30	1	15	34	33				
5	58	2	23	9	24	0	18	12	28				
6	29	0	13	6	10	0	11	4	14				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	52	1.9%	40.4%	19.2%	38.5%	3.8%	21.2%	19.2%	55.8%				
4	83	2.4%	19.3%	42.2%	36.1%	1.2%	18.1%	41.0%	39.8%				
5	58	3.4%	39.7%	15.5%	41.4%	0.0%	31.0%	20.7%	48.3%				
6	29	0.0%	44.8%	20.7%	34.5%	0.0%	37.9%	13.8%	48.3%				
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) ELA PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Mission Avenue Open Elementary - i-Ready Diagnostic 2 Math Proficiency Level by Group
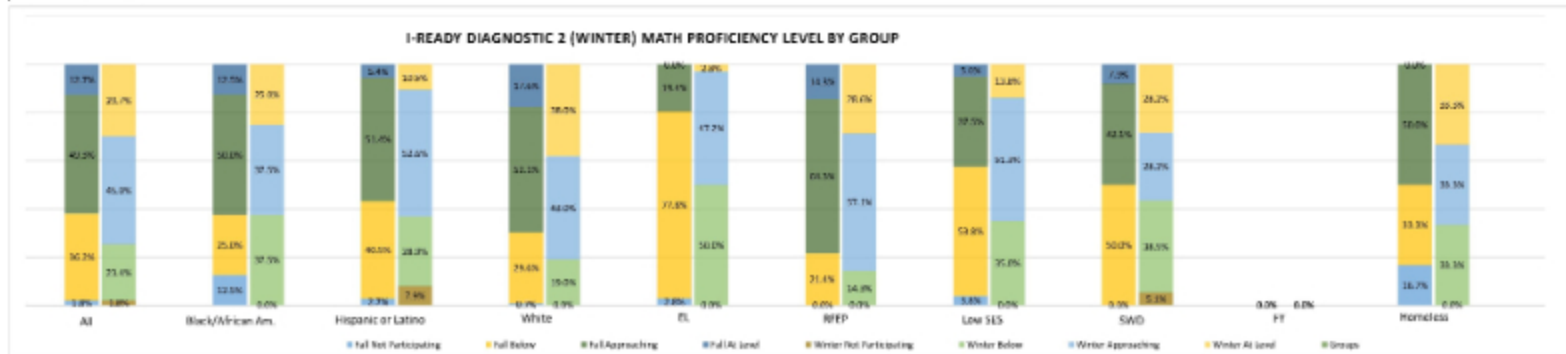
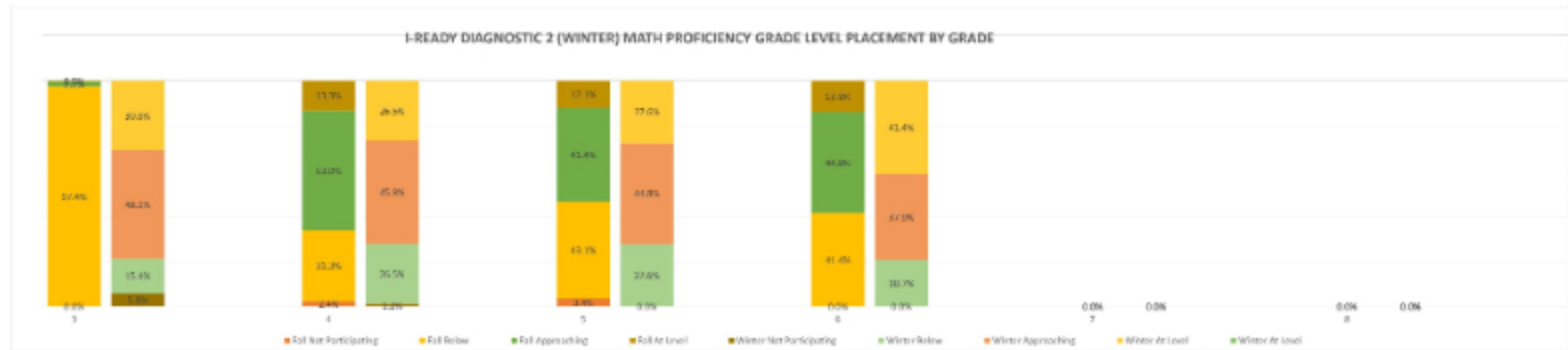| Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	222	4	83	109	28	4	52	100	66				
Black/African Am.	8	1	2	4	1	0	3	3	2				
Hispanic or Latino	38	1	15	19	2	3	11	20	4				
White	142	1	42	74	25	0	27	61	54				
EL	36	1	28	7	0	0	18	17	1				
RFEP	14	0	3	9	2	0	2	8	4				
Low SES	80	3	43	30	4	0	28	41	11				
SWD	39	0	19	16	3	2	15	11	11				
FY	0	0	0	0	0	0	0	0	0				
Homeless	6	1	2	3	0	0	2	2	2				

Group	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	222	1.8%	36.2%	49.3%	12.7%	1.8%	23.4%	45.0%	29.7%				
Black/African Am.	8	12.5%	25.0%	50.0%	12.5%	0.0%	37.5%	37.5%	25.0%				
Hispanic or Latino	38	2.7%	40.5%	51.4%	5.4%	7.9%	28.9%	52.6%	10.5%				
White	142	0.7%	29.6%	52.1%	17.6%	0.0%	19.0%	43.0%	38.0%				
EL	36	2.8%	77.8%	19.4%	0.0%	0.0%	50.0%	47.2%	2.8%				
RFEP	14	0.0%	21.4%	64.3%	14.3%	0.0%	14.3%	57.1%	28.6%				
Low SES	80	1.8%	53.8%	37.5%	5.0%	0.0%	35.0%	51.3%	13.8%				
SWD	39	0.0%	50.0%	42.1%	7.9%	5.1%	38.5%	28.2%	28.2%				
FY	0												
Homeless	6	16.7%	33.3%	50.0%	0.0%	0.0%	33.3%	33.3%	33.3%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below – Two grade levels or more below standard
**Approaching – One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY LEVEL BY GROUP

Mission Avenue Open Elementary - i-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	52	0	17	28	6	3	8	25	16				
4	83	2	26	44	11	1	22	38	22				
5	58	2	25	24	7	0	16	26	16				
6	29	0	12	13	4	0	6	11	12				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	52	0.0%	33.3%	54.9%	11.8%	5.8%	15.4%	48.1%	30.8%				
4	83	2.4%	31.3%	53.0%	13.3%	1.2%	26.5%	45.8%	26.5%				
5	58	3.4%	43.1%	41.4%	12.1%	0.0%	27.6%	44.8%	27.6%				
6	29	0.0%	41.4%	44.8%	13.8%	0.0%	20.7%	37.9%	41.4%				
7	0												
8	0												

Enrollment numbers based on last day of most recent i-Ready diagnostic window.
*Below = Two grade levels or more below standard
**Approaching = One grade level below standard

I-READY DIAGNOSTIC 2 (WINTER) MATH PROFICIENCY GRADE LEVEL PLACEMENT BY GRADE

Conclusions based on this data:

1. Conclusions based on this iReady data for Winter are:
   46.8% of all students in grades 3-6 scored at grade level in reading with disparities for the following subgroups: English Language Learners (30.1% difference), lower socio-economic status (9.3% difference) and students with disabilities (21.2% difference).

   29.7% of all students in grades 3-6 scored at grade level in math with disparities for the following subgroups: English Language Learners (26.9% difference), lower socio-economic status (15.9% difference) and students with disabilities (1.5% difference)

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: 2022-23

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?

SAEBRs inventory data was collected in August 2022, January 2023, and May 2023. Students, parents and staff took the district's Climate Survey in January 2023. Feedback from ELAC meetings were collected to determine the need for translation support. Data was collected by Safe Routes to Schools once during the 2022-2023 school year to determine safety protocols going to/departing from school. Transportation audits were performed to assess the need for further county safety reviews of local streets and walkways adjacent to the school.

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

Teachers piloted the SAEBRs inventory to gather information about students' need for social emotional support. Information helped to identify which students might need greater levels of support. The data was intended to be used by our school social worker to establish small, social skills groups; however, the social worker was assigned to provide services at several elementary schools and was unable to meet with groups. Staff received training in Understanding Neuro-Diverse Learners and the Zones of Regulation

system to provide lessons to their whole class. Not all teachers collected data in Fall, Winter and Spring to progress monitor making it challenging to assess whether efforts were effective for all students. Our School Community Intervention Specialist provided onsite translation support to families who speak languages other than English, and parent orientations were provided with translation support to offer schoolwide information about parent volunteerism and field trip experiences. Safe Routes to Schools offered walking and bicycling instruction to all students to ensure safe transportation practices going to/departing from school. Listening Circles with parents had low attendance overall with limited input from diverse populations.

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

All students in grades 4-6th were provided with the "eVibe - Too Good for Violence" program, which was taught by social skills trainers from our local community partner, Sacramento Children's Home. This effort helped to provide additional social emotional skills training to students, especially those who might have benefitted from a small, social skills group.

2022-23
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 2022-23	Expected Outcome 2023-24
Winter 2022-2023 Climate Survey - Question in the Safety section. Percent strongly agree/agree.	57.38% of students felt safe sharing different viewpoints and perspectives at our school.	Increase rate by 10%.
Winter 2022-2023 Climate Survey - Questions in the School Decision Making section. Percent strongly agree/agree.	54.22% of parents felt important school decisions reflect diverse input.	Increase rate by 5%.
Winter 2022-2023 Climate Survey - Question in the Caring Relationships section. Percent strongly agree/agree.	68.99% of students felt there are students and staff on campus who listen to students when they have something to say.	Increase rate 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
1.1	Provide translation support that includes updates on the school events, enrichment programs, field trips, volunteerism, and safety.	All Students X English Learners Low-Income Students Foster Youth Other	Teachers, students, administration, support staff (from within site and at district level), parents and community.			School Year 2023-24
1.2	Provide Listening Circles for parents, students and staff to support opportunities for sharing concerns and problem solving.	X All Students English Learners Low-Income Students Foster Youth Other	Administrator, support staff, teacher, and district representatives.			School Year 2023-24
1.3	Define, teach, and model respectful communication, character development, and conflict resolution throughout the entire school community including - but not limited to -	X All Students English Learners Low-Income Students Foster Youth Other	Administrator, support staff, and local community partners.			School Year 2023-24

	whole school assemblies/programs that promote positive behavior, anti-bullying and recognition of our diverse community and restorative practices.					

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: 2022-23

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?

SAEBRs inventory data was collected in August 2022, January 2023, and May 2023. Students, parents and staff took the district's annual survey in January 2023. Attendance data was reviewed monthly with district attendance personnel. Suspension data was reviewed in Spring 2023. Input was gathered during 3 Listening Circles with parents and 3 Listening Circles with students in grades 4-6th.

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

The SAEBRs inventory was piloted as a way to inform teachers and social emotional support staff about students who may need greater levels of support. Data was intended to be used to establish small, social skills groups led by trained staff members. Based on the data findings, staff were given the option to administer the SAEBRs inventory again in Winter and Spring. Staff received training in Understanding Neuro-diverse Students and in the Zones of Regulation system to offer access to social emotional skills for all. The social worker assigned to our site 3 hours per week started her term in November 2022, and she was also required to provide

services at several other district schools; therefore, small, social skills groups were not offered. Efforts to reduce the home and class suspension rates were unsuccessful due to the nature of the behavioral incidents. Listening Circles with students helped learn that students need greater levels of support during unstructured play to solve conflict and encourage mutual respect.

Attendance data was tracked and monitored monthly; however, parents remained concerned about COVID exposure and/or chose to take vacations during school days.

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

The social worker was able to meet the needs of the students identified as "high risk" and provided consult to parents of other students to local community resources using Care Solace. Attendance meetings focused on identifying which students were absent due to illness (non-COVID specific) vs. unexcused absences. Parents of students identified as Chronically Absent were notified of their child's risks for low academic achievement and social emotional wellbeing due to absences. Parent notifications were sent home to parents of students identified as Chronic Absences. Meetings with IEP team members were held to address the need for greater levels of support as a result of suspension data findings. Staff voted to use ESSR funds to provide additional mental health support on campus and hire a local community partner to provide organized activities and positive role models assist students at recess.

2022-23
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 2022-23	Expected Outcome 2023-24
Chronic Absenteeism	All Students 25.5% Students with Disabilities 23% Low Socio-Economic 28.2% Hispanic 28.6%	Decrease rate for all students by 5% Decrease rate for Students with Disabilities by 3% Decrease rate for Low Socio-economic by 3% Decrease rate for Hispanic by 3%
Suspension Rates	Students with Disabilities Home Suspensions 2.99%	Decrease rate of home suspensions for Students with Disabilities to 1.5%.

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter 2022-2023 School Survey - Question in the Sense of Belonging section. Percent strongly agree/agree.	32.26% of students felt that students are respectful to each other at school.	Increase rate by 5%.
Winter 2022-2023 School Survey - Question in the Caring Relationships section. Percent strongly agree/agree.	57.36% of students felt there is an adult on campus who checks on how students are doing.	Increase rate 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.	All Students English Learners Low-Income Students Foster Youth X Other SED, SWD, and Hispanic students	Clerk, Teachers, Principal, Parents, students			School Year 2023-24
2.2	Provide increased supervision with consistent expectations, engagement in playground activities, and support during lunch recess to encourage positive sportsmanship and mutual respect.	X All Students English Learners Low-Income Students Foster Youth Other	Administration, teachers, support staff, and students			School Year 2023-24
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: 2022-23

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. BPST intervention data was reviewed twice in Spring 2023. Survey of curriculum used by Grades 1-6.

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

iReady ELA and math data was used effectively to identify struggling students in grades 3-6 and provide targeted interventions through push-in/pull-out/small group settings with certificated staff. ESGI, text levels and BPST data were collected 4 times during the 2022-2023 school year for review. Data was used to identify struggling students in grades K - 2 and provide targeted interventions through pull-out, small group settings with certificated teachers. Teachers identified the need for additional math supplemental resources to fill in gaps that the currently adopted math curriculum doesn't address. Teachers recognized the need to collaborate and review the essential standards and math practices for each grade level to ensure student mastery of concepts each year.

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

No modifications were made.

2022-23
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 2022-23	Expected Outcome 2023-24
Winter 2022-2023 Climate Survey - Question from the High Expectations section. Percent strongly agree/agree.	70.40% of students felt they are challenged academically at school.	Increase rate by 3%.
Winter 2022-2023 Climate Survey - Question from the High Expectations section. Percent strongly agree/agree.	65.08% of students felt the school recognizes and celebrates the academic success of all students.	Increase rate by 5%.
iReady Reading	All: 46.8% at grade level EL Students: 16.7% at grade level Students with Disabilities: 25.6% at grade level	All: Increase rate by 10% EL Students: Increase rate by 5% Students with Disabilities: Increase rate by 5%
iReady Math	All: 29.7% at grade level EL Students: 2.8% at grade level Students with Disabilities: 28.2% at grade level	All: Increase rate by 10% EL Students: Increase rate by 5% Students with disabilities: Increase rate by 5%
K-2 iReady/ Text Level Data	Winter Assessments All: 53.5% at grade level EL Students: 34% at grade level	Winter Assessments All: Increase by 10% EL Students: Increase 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
3.1	Provide two .2 FTE reading intervention teachers to support literacy for struggling students.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Support staff, Principal, and Students	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	25,116 6,384	School Year 2023-24
3.2	Provide supplemental reading and math support using an online intervention platform to support struggling learners at all levels.	X All Students English Learners Low-Income Students Foster Youth Other	Teachers, Support staff, Principal, district personnel			School Year 2023-24
3.3	Provide 1.0 FTE English Language Development	All Students X English Learners Low-Income Students Foster Youth	Administrator, support staff, and teachers	LCFF Supplemental English	136,279	School Year 2023-24

	(ELD) teacher to provide additional support to English learners.	X Other Students with Disabilities		Learner Central 1000-1999: Certificated Personnel Salaries		

3.4	Provide professional development in math instruction to include differentiation for teachers and instructional support staff.	X All Students
		  English Learners
		  Low-Income Students
		  Foster Youth
		  Other
			Administrator, support staff and teachers			School Year 2023-24

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: 2022-23

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?

Parent, student and staff input from the district's annual Climate Survey. Parent Listening Circles related to provided experiential learning for all students. 6th grade student attendance and participation in Naviance lessons.

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

Parents, students and staff completed the district's Climate Survey. Students in 6th grade were introduced to the Naviance tool online to learn more about their personal interests and what careers may suit their interests. Students and parents needed more information about how the Naviance tool supports College and Career Readiness for middle/high school course planning.

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

No modifications were made.

2022-23
Identified Need

Students and parents need greater access to information and opportunities to explore college and career readiness pathways.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter 2022-2023 Climate Survey - Question from the College and Career section. Percent strongly agree/agree	33.90% of students participate in programs to learn about different jobs, careers, and colleges.	Increase rate by 5%
Winter 2022-2023 Climate Survey - Question from the College and Career section. Percent strongly agree/agree	25% of parents felt students participate in programs to learn about different jobs, careers, and colleges.	Increase rate by 10%

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	Provide explicit connections to parents and students about how schoolwide events such as Wax Museum, Center's Day, Mini-Society, Author's Day, and field trips are related to college and	X All Students English Learners Low-Income Students Foster Youth Other	Administrator, teachers, support staff, parents, students			School Year 2023-24

	career pathways.					
4.2	Provide access to Naviance for all 6th grade students with training and support to the 6th grade teachers.	X All Students English Learners Low-Income Students Foster Youth Other	Administrator, teachers, support staff, parents, students			School Year 2023-24

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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 Expenditure(s)			
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
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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	$167,779.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation ($)

Subtotal of additional federal funds included for this school: $

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

State or Local Programs	Allocation ($)
LCFF Supplemental English Learner Central	$136,279.00
LCFF Supplemental Site Allocation	$31,500.00

Subtotal of state or local funds included for this school: $167,779.00

Total of federal, state, and/or local funds for this school: $167,779.00

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	136,279.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental English Learner Central	136,279.00
LCFF Supplemental Site Allocation	31,500.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	161,395.00
3000-3999: Employee Benefits	6,384.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	136,279.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	25,116.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	6,384.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 3	167,779.00

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

2 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Elizabeth Evenson	Parent or Community Member
Candace Jowers	Parent or Community Member
Courtney Nievergelt	Parent or Community Member
Shauna Chatters	Parent or Community Member
Maxine Rich Danel	Other School Staff
Cheri Anderson	Classroom Teacher
Dina Winston	Classroom Teacher
Margaret Terzich	Principal
Valerie Harper	Parent or Community Member

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

Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 2, 2023.

Attested:

	Principal, Margaret A. Terzich on June 2, 2023
	SSC Chairperson, Elizabeth Evenson on June 2, 2023

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.

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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   **$136,279.00 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	$136,279.00	Engaging Academics	

LCFF Supplemental English Learner Central Total Expenditures:	$136,279.00		
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
	3000-3999: Employee Benefits	$6,384.00	Engaging Academics	
Provide two .2 FTE reading intervention teachers to support literacy for struggling students.	1000-1999: Certificated Personnel Salaries	$25,116.00	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:	$167,779.00		