



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 3, 2024	July 30, 2024

Purpose and Plan Summary

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

Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Mission Ave Open Elementary School does not meet the criteria for ATSI nor CSI.

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

- Goal 1: Student Achievement and Implementation of State Standards
- Goal 2: Student Engagement and Course Access
- Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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 met in monthly staff, grade level planning, and whole-group collaborations meetings. Throughout the year, teachers analyzed student performance in math and ELA to evaluate academic progress, adjust lessons, redesign differentiated student groups, and assign intervention supports. Teachers determined students need ongoing practice in self-assessing emotions, conflict resolution, and positive decision-making. Teachers use various curriculum such as Zones of Regulation, Second Step, and/or our local community partner program offered by the Sacramento Children's Home called "eVibe: Too Good for Violence," which provides weekly SEL lessons. Teachers recognized decreasing the rate of chronic absences has helped close achievement gaps. Teachers identified the need for support in reading instruction to improve early literacy skills which include letter formation, writing skills, and comprehension in literature and informational text. Teachers analyzed math formative and summative assessments to determine the needs of all learners. Mission Ave Open provides 1.25 hours of math intervention support for all students; however, teachers recommend offering increased access so more students can benefit from math intervention support.

The School Site Council (SSC) met 5 times during the school year with discussions including a review of the Comprehensive Needs Assessment, LCFF budget, district climate survey results, and strategies/resources to support students. The Council, consisting of parents, teachers, classified staff, and the principal reviewed academic, attendance, behavioral and survey data and identified priority actions. Members of the School Site Council asked questions and expressed concerns. The School Site Council discussed noticeable decreases in volunteerism overall, an ongoing need for high-quality instruction in reading and math, and maintaining access to experiential learning through field trips as a priority.

The English Learners Advisory Council (ELAC) held 4 Informational Nights virtually. Conversations focused on the ELAC Comprehensive Needs Assessment and the district's Climate Survey. Parents were invited and participated in a Community Listening Session with translation support to gather

feedback based on the prior year's district Climate Survey. Parents reported they are very happy with the instruction and support at Mission. Overall, they feel welcomed and a sense of belonging, and they feel Mission is a safe, supportive school. They would like to have continued access to enrichment activities and tutoring support for struggling learners.

The Mission Parent-Teacher Association (PTA) Executive and General members participated in collaborative discussions including ways to increase membership across all cultures and continuing support for field trips. Parents continued to support the need for ongoing SEL instruction and site-based mental health support to ensure all Mission students feel a sense of belonging, community, and respect. Common themes parents provided were academic, social emotional, health, safety, and school culture. Discussions focused on making sure the school continues to offer diverse/inclusive materials and lessons, as well as events to support a positive culture for all. Parents remain concerned about incidents of student misbehavior and disrespect at recess. They recognized restorative practices are critical for the school community and climate. Staff and parents were aware the SPSA is published annually on the school's website for all stakeholders to view.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.23%	0.25%	%	1	1	
African American	1.88%	3.46%	2.09%	8	14	9
Asian	9.15%	12.59%	18.84%	39	51	81
Filipino	0.94%	0.74%	0.70%	4	3	3
Hispanic/Latino	15.49%	12.84%	12.56%	66	52	54
Pacific Islander	%	0%	%		0	
White	63.62%	61.98%	57.67%	271	251	248
Multiple/No Response	8.69%	8.15%	8.14%	37	33	35
	Total Enrollment			426	405	430

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	69	54	53
Grade 1	51	78	53
Grade 2	52	53	79
Grade3	78	53	53
Grade 4	53	82	58
Grade 5	56	56	85
Grade 6	67	29	49
Total Enrollment	426	405	430

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	78	85	108	15.30%	18.3%	25.1%
Fluent English Proficient (FEP)	24	26	40	3.70%	5.6%	9.3%
Reclassified Fluent English Proficient (RFEP)				0.0%		

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
405	40	21	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Mission Avenue Open Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	85	21
Foster Youth		
Homeless	5	1.2
Socioeconomically Disadvantaged	162	40
Students with Disabilities	44	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	3.5
American Indian	1	0.2
Asian	51	12.6
Filipino	3	0.7
Hispanic	52	12.8
Two or More Races	33	8.1
White	251	62

School and Student Performance Data

Overall Performance






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



2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Orange	Suspension Rate  Yellow
Mathematics  Green		
English Learner Progress  Yellow		

Conclusions based on this data:

1. Overall, the performance indicator for English Language Arts decreased from green to yellow and is likely due to an increase in the population of students who speak another language at home.
2. Overall, the performance indicator for math increased from yellow to green and is likely due to focused professional development and high-quality instruction targeting math fact fluency, number and operations, and communicating reasoning for all student groups.

3. The Chronic Absenteeism performance indicator maintained its performance indicator of yellow due to increased attendance for English Language Learners and socio-economically disadvantaged students, but a decrease for students with disabilities.

School and Student Performance Data

Academic Performance English Language Arts

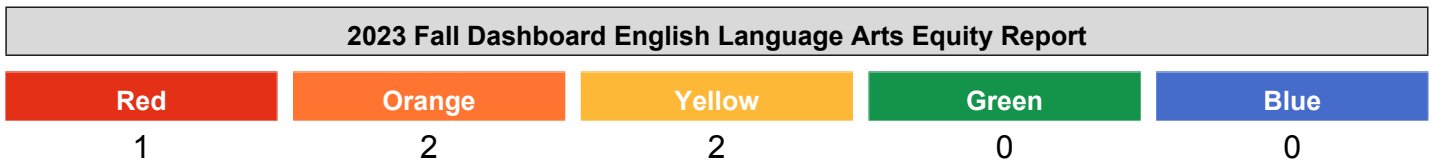
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 19.3 points below standard Decreased Significantly -19.8 points 205 Students	 Red 76.3 points below standard Decreased Significantly -38.5 points 43 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	 Orange 43.8 points below standard Decreased Significantly -15.7 points 89 Students	 Yellow 68.3 points below standard Increased Significantly +19 points 30 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	81.8 points below standard Maintained -1.1 points 21 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 41.8 points below standard Decreased Significantly - 29.7 points 35 Students	40.7 points below standard Decreased Significantly - 24.2 points 22 Students	 No Performance Color 0 Students	 Yellow 0.7 points above standard Decreased -9.4 points 122 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
138.3 points below standard Decreased Significantly -70.3 points 22 Students	11.3 points below standard Decreased Significantly -21.9 points 21 Students	5.5 points below standard Decreased -13.1 points 153 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The data shows an overall decline in scores by 19.8 points placing the performance indicator at orange. The student group scoring the lowest were English Language Learners as indicated in red with 76.3 points below standard. Although students with disabilities indicates a yellow performance indicator due to a significant increase by 19 points, this groups scored below standard by 68.3 points.

When reviewing scores on iReady ELA for students with disabilities, 43% of these students scored 3 or more grades below (red) during the fall testing; however, winter testing demonstrated a 19% improvement with students scoring 24%. In the same student group, students scored 21% in the fall and 32% in the winter improving by 12% in the Early to Mid Grade Level category.

In the English Language Learners student group, 42% of these students scored 3 or more grades below (red) during fall testing; however, winter testing demonstrated a slight improvement by 7% with students scoring 35%. In the same student group, students scored 6% in the fall and 16% in the winter improving their scores by 10% in the Early to Mid Grade Level category.

Reflecting on the past year, teachers identified areas of strength for students overall in phonics, phonological awareness and high-frequency words. Teachers participated in evidence-based professional development and used innovative teaching strategies to support early readers and writers. When considering areas within ELA where students appear to struggle, it was noted there has been an enrollment increase of the following student groups when compared to the prior year: English Language Learners and students with disabilities. Of these student groups, teachers noticed CAASPP ELA performance scores for English Language Learners declined by 38.5 points and students with disabilities remained at 68.3 points below standard. Parents in ELAC meetings and Community Listening Sessions stated they have difficulty helping their children at home due to limited or no English skills. Parents requested extra instructional support at school for their children. Teachers noted local assessment data such as iReady Reading, Running Records, and benchmark assessments consistently showed all students (especially ELL and students with disabilities) continued to struggle in vocabulary, comprehension, letter formation, and following directions. Students would benefit from additional support with spelling patterns, front-loading academic vocabulary, and active listening skills to improve overall comprehension.

To improve outcomes for English Language Learners and students with disabilities, certificated teachers trained in literacy instruction are needed to provide small group interventions for the lowest performing student groups. Intervention groups should be offered weekly and data should be collected to monitor progress. Teachers may consider participating in evidence-based professional learning such as LETRS and GLAD strategies to support English Language Learners, and will continue to research effective early screeners for students in grades K-2. Additional instructional materials and training may include the following: BPST assessments, Science of Reading PD, UFLI (University of Florida's Literacy Initiative), Handwriting Without Tears, Scholastic Readers, decodables, and Reading A-Z online activities. Teachers will continue using direct instruction with the Heggerty program to support phonemic awareness to bridge academic gaps.

School and Student Performance Data

Academic Performance Mathematics

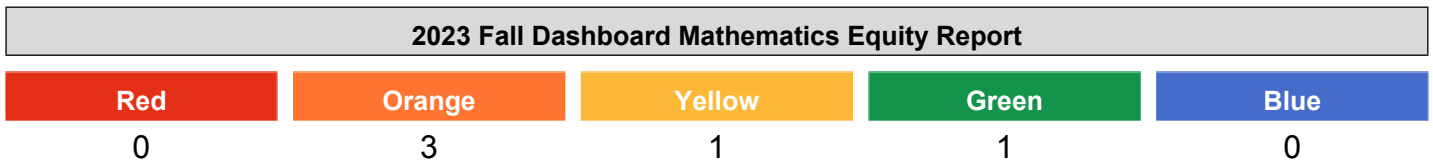
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Orange 36.5 points below standard Decreased -6.6 points 204 Students	 Orange 90.5 points below standard Decreased Significantly -17.9 points 43 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 1 Student	 Orange 63.2 points below standard Maintained -0.2 points 89 Students	 Yellow 86.8 points below standard Increased +10.1 points 30 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 2 Students	Less than 11 Students 1 Student	100.1 points below standard Maintained -2.1 points 21 Students	Less than 11 Students 2 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 57 points below standard Decreased Significantly - 23.3 points 35 Students	42.3 points below standard Decreased -3.2 points 22 Students	 No Performance Color 0 Students	 Green 19.6 points below standard Increased +3.4 points 121 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
140.7 points below standard Decreased Significantly -50.9 points 22 Students	38 points below standard Decreased -6.8 points 21 Students	23.7 points below standard Maintained -1.8 points 152 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The CAASPP data showed an overall decrease in scores by 6.6 points, placing the performance indicator at orange. The lowest performing student groups were English Language Learners and students with disabilities. No student groups were represented in the red category. Students with disabilities scores were 86.8 points below standard, but increased by 10.1 points when compared to the prior year.

When reviewing student scores on iReady math, students with disabilities scored 11% in the fall and 26% in the winter, demonstrating an increase of 15% for students scoring in the Early to Mid Grade Level category. Within the same student group, 57% of these students scored 3 or more grades below (red) or 2 or more grade levels below (orange) during fall testing; however, during winter testing, 37% scored in the (red) or (orange) categories, demonstrating an 18% improvement.

In the English Language Learners student group, there were no students who scored in the Early to Mid Grade Level category in the fall; yet, 7% of these students scored Early to Mid Grade Level in the winter. Within the same student group, students scoring in the 1 grade below level (yellow) category improved by 20% between fall and winter testing. Overall, 77% of students scored 3 or more grades below (red) or 2 or more grades below (orange) during fall testing; however, only 50% of this same student group scored in the (Red) or (Orange) category on their winter test. Overall, 27% of students in this group improved their scores between fall and winter testing.

Reflecting on the past year, teachers identified an enrollment increase of the following students groups when compared to the prior year: English Language Learners and students with disabilities. Newcomer students with limited or no English skills participated in local assessments that included math word problems. Parents in ELAC meetings and Community Listening Sessions stated they have difficulty helping their child at home, because they have limited background knowledge of Common Core math and/or was taught differently to parents. Parents requested extra, differentiated instructional support for their children in order to be successful. Teachers noted local assessment data such as iReady Math, tests/quizzes and benchmark assessments demonstrated students continue to struggle in areas of number sense, place value and geometry. An area of overall strength for all students is in Algebra and Algebraic Thinking and Measurement and data.

To improve outcomes for English Language Learners and students with disabilities, teachers recommended providing intensive small group math interventions, as well as offering continued access to online math programs such as Reflex Math, Happy Numbers, and/or after-school tutoring. Instruction should place greater emphasis on following the directions within math word problems, front-loading math vocabulary, and understanding place value and number sense. Teachers recommended slowing the pace of the curriculum during units focused on place value and number sense to ensure mastery of skills. Students need access to math intervention groups offered weekly, and data should be collected to monitor progress. Additional instructional materials/resources used during interventions may include the following: Bridges Intervention, Happy Numbers, Reflex Math, and evidence-based math screeners for early identification of struggling learners. Teachers may consider participating in professional development such as Math Recovery, Bridges Intervention, and/or the analysis of math curriculum and programs.

School and Student Performance Data

Academic Performance English Learner Progress

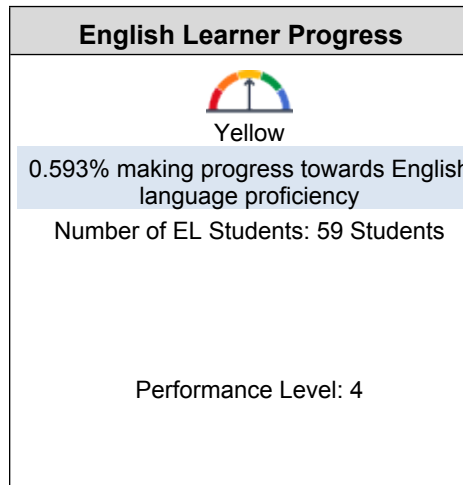
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
5	19	0	35

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

The performance level overall was noted in yellow for English Language Learners with 59.3% of students making progress towards English Language proficiency. An area demonstrating the greatest growth was with 35 students who progressed at least one ELPI level. ELPAC level 4 data specific to oral language has consistently improved in the past four years despite an increase in student enrollment of ELLs by 11 students. An area for improvement is for students scoring a level 1 in oral language. These scores decreased by 6%.

Reflecting on the past year, teachers identified an increase in English Language Learner enrollment when compared to the prior year. Newcomers with limited or no English were enrolled at higher rates than previous year and some had

limited or no access to instruction prior. Several students in grades 3-6 were enrolled several months into the school year, giving them limited time for high-quality ELD instruction. Parents in ELAC meetings and Community Listening Sessions stated they have difficulty helping their children at home, because they have limited or no English skills. Parents requested extra instructional support for their children to be successful. Although the site began the school year with a Bilingual Instructional Aide, the employee transitioned mid-year to another site. Mission Ave Open worked without the support of a Bilingual Instructional Aide for approximately three months. Students in grades K-2 received additional reading and writing instructional support in small, differentiated groups weekly with the early reading intervention teachers.

Parents in ELAC meetings and Community Listening Sessions stated they have difficulty helping their child at home, because they have limited or no English skills. Parents requested extra instructional support for their child in order to be successful. To improve outcomes for English Language Learners, ongoing support with certificated teachers is needed to provide small group, differentiated interventions. Intervention groups should be offered weekly with progress monitoring. Teachers may consider participating in professional learning such as GLAD strategies to support English Language Learners. Another Bilingual Instructional Aide was hired to offer in-class instructional support, particularly for our largest population of Persian speaking students.

School and Student Performance Data

Academic Performance College/Career Report

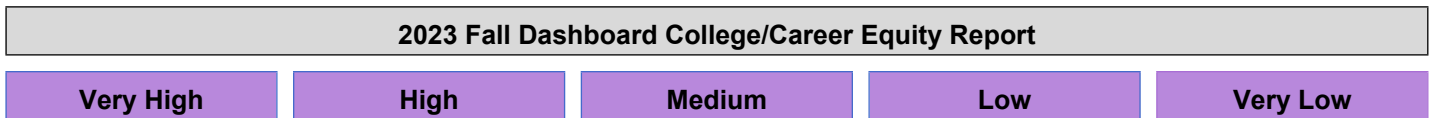
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

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

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

N/A
N/A
N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

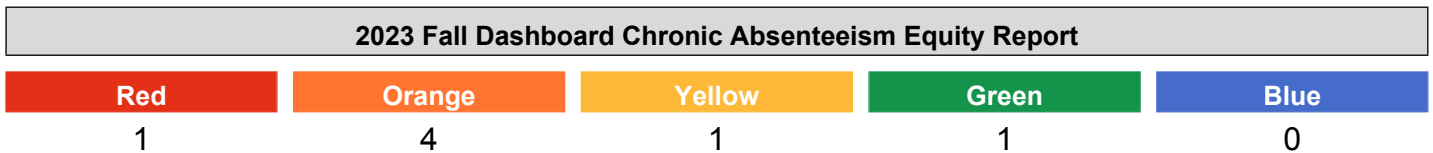
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>18.6% Chronically Absent</p> <p>Maintained -0.3</p> <p>429 Students</p>	<p>English Learners</p> <p>Orange</p> <p>18.4% Chronically Absent</p> <p>Maintained 0</p> <p>103 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Less than 11 Students</p> <p>10 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>23.8% Chronically Absent</p> <p>Declined -2.5</p> <p>202 Students</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>18.6% Chronically Absent</p> <p>Declined -7.3</p> <p>59 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
41.2% Chronically Absent 0 17 Students	Less than 11 Students 1 Student	 Red 23.6% Chronically Absent Increased 4.9 55 Students	Less than 11 Students 3 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 21.7% Chronically Absent Declined -2.2 60 Students	 Green 8.6% Chronically Absent Declined -7.6 35 Students	 No Performance Color 0 Students	 Orange 17.1% Chronically Absent Maintained -0.1 258 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall attendance rates improved 1.9 points when compared to the year prior. Students who identify as Asian, African American, Hispanic and Socio-economically disadvantaged demonstrated the highest number of absences when compared to their peers identified as White. The student group with the highest percentage of chronic absenteeism were those identified as Asian at 23.6% and an indicator of red. Students identified as socio-economically disadvantaged made improvements of 4% in attendance when compared to the prior year; however, students with disabilities decreased their rate of chronic absenteeism by 5.7%.

When reflecting on the last year, all students and their families appeared less concerned about COVID-related illnesses and were less likely to keep their children at home for minor illnesses. Students began to build stamina for participating in learning for a full day, and students were beginning to feel more connected to their school community as compared to the last few years. Students were less anxious about being away from their families during the day. On the other hand, data reported 16% of students identified as English Language Learners were chronically absent. The majority of these students were within walking distance to the school, so transportation was not a challenge. The parents of these students took them out of school to travel internationally for long periods of time beyond what was covered by a Short Term Independent Study agreement. Additionally, 21% of students with disabilities were chronically absent with the majority reporting an illness. They reported absences for doctor appointments to fulfill vaccinations, dental/vision appointments, religious holidays, unexcused absences and unverified absences. Unexcused absences occurred if a parent did not contact the school within the required timeframe to clear an absence. Some of these families have little or no English skills and didn't understand the process for reporting. Mission Ave Open had a Bilingual Instructional Aide who transferred to another school site position mid-year, so the school hired a new BIA staff member in mid-March.

Adding a Bilingual Instructional Aide to the school helps tremendously for translating lessons for students in the classrooms and for families staying connect to the school. To improve outcomes for the lowest performing student groups, Mission Ave Open needs ongoing support from a BIA to connect with students and families. Translation is necessary with the teachers, school nurse, school social worker, school counselor, and attendance clerk. BIAs also support translating messages to families along with an addition of the Talking Points app. Increased access to a variety of communication tools improves translation needs, offers information and support for students with disabilities and their families, and provides valuable information about community resources to benefit socio-economically disadvantaged student groups.

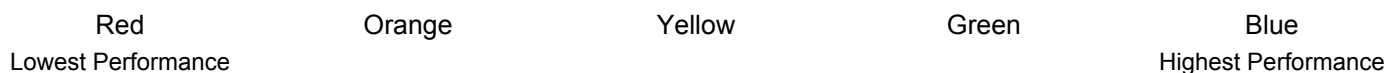
School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report
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This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

N/A
N/A
N/A

School and Student Performance Data

Conditions & Climate Suspension Rate

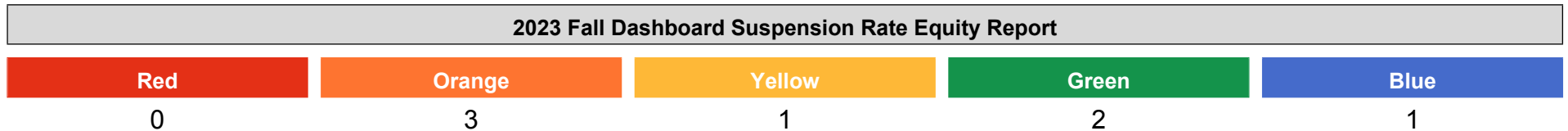
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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




This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Yellow

1.8% suspended at least one day

Maintained 0
 443 Students


English Learners


 Orange

1.9% suspended at least one day

Increased 0.8
 106 Students

Foster Youth



 No Performance Color

0 Students

Homeless

Less than 11 Students
 10 Students


Socioeconomically Disadvantaged


 Green

1.9% suspended at least one day

Declined -0.9
 211 Students






Students with Disabilities


 Orange

4.9% suspended at least one day

Increased 4.9
 61 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

<p align="center">African American</p> <p align="center">0% suspended at least one day</p> <hr/> <p align="center">17 Students</p>	<p align="center">American Indian</p> <p align="center">Less than 11 Students 1 Student</p>	<p align="center">Asian</p> <p align="center"> Orange</p> <p align="center">3.5% suspended at least one day</p> <hr/> <p align="center">Increased 3.5 57 Students</p>	<p align="center">Filipino</p> <p align="center">Less than 11 Students 4 Students</p>
<p align="center">Hispanic</p> <p align="center"> Yellow</p> <p align="center">1.6% suspended at least one day</p> <hr/> <p align="center">Maintained 0.1 64 Students</p>	<p align="center">Two or More Races</p> <p align="center"> Blue</p> <p align="center">0% suspended at least one day</p> <hr/> <p align="center">Declined -2.7 35 Students</p>	<p align="center">Pacific Islander</p> <p align="center"> No Performance Color</p> <p align="center">0 Students</p>	<p align="center">White</p> <p align="center"> Green</p> <p align="center">1.9% suspended at least one day</p> <hr/> <p align="center">Declined -0.3 265 Students</p>

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

The performance indicator for suspension rates decreased from blue to yellow when compared to the prior year. The student groups scoring in the lowest performing level on the dashboard included students with disabilities, Asian, and English Language Learners. It was noted many of the students who identify as Asian also identified as English Language Learners and/or socioeconomically disadvantaged.

Reflecting on the past year, teachers identified an increase in suspensions for the following student groups: White, English Language Learners, students with disabilities, and Asian. During Community Listening Sessions, PTA /School Site Council/Staff meetings, discussions focused on the increase in diversity at Mission Ave Open. Newly enrolled families were introduced to long-standing traditions of parent volunteerism, value of field trips, and the Open Philosophy approach to academic and social-emotional learning. The school experienced an increase in requests within all student groups for socio-economic supports such as problem solving during unstructured play, sportsmanship, and restorative practices.

When talking to students and parents, staff learned students experienced an increase in the number of incidents such as bullying, fighting, name-calling, and profanity. Mission Ave Open implemented Zones of Regulation, added a .5 FTE School Social Worker and an ELO-funded .5 FTE Counselor. Students participated in friendship groups and received whole-class instruction on healthy peer relationships. The school district supported elementary sites in hiring additional recreational aides for increased supervision during recess.

ELO funds were used to provide 3 days/per week of recreational support and instruction during lunch recess in partnership with Superior Sports. The program offered lessons promoting rules of the game and good sportsmanship, while supporting conflict resolution as needed. Mission continued its partnership with the

Sacramento Children's Home program, "eVibe: Too Good for Violence." Students in grades 4-6 received social emotional instruction focused on topics like peer relationships, goal setting, managing anxiety, and conflict resolution.

To improve outcomes for lowest performing student groups, Mission Ave Open will continue funding three recreational aides for supervision at recess. Students and their families continue to benefit from mental health and community resource support offered by the school social worker and counselor. Teachers continue to use Zones of Regulation, Teach-To instruction, and classroom community building strategies. With the ongoing support from the "eVibe: Too Good for Violence" program, students continue to receive meaningful instruction on successful practices for student achievement and peer relationships.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

General education classrooms teachers, a full time reading interventionist, two part time early reading interventionists, a part-time math interventionist, and three retired teacher volunteers collaborated to analyze student data and monitor progress using: iReady ELA, iReady Math, 2022-2023 CAASPP ELA/Math, Running Records, Basic Phonics Skills Test (BPST), Educating Software for Guiding Instruction (ESGI), Read Naturally, ELPAC, Individual Education (IEP) plans, unit benchmarks, and class formative/summative assessments. ELPAC scores were included in math data analysis to evaluate how a language barrier could impact a student's ability to comprehend math language and vocabulary within word problems.

During grade level planning time, collaboration meetings, and at the end of each trimester, classroom and intervention teachers analyzed scores to monitor student progress. They determined which student groups required further instructional support, designed

lessons to meet specific students' needs, and reassigned student groups to differentiate lessons. The student groups included students with disabilities, English Language Learners, socio-economically disadvantaged students, and diverse ethnic backgrounds.

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

Within the following iReady ELA categories, students in grades K-6 made moderate gains overall in phonics, phonological awareness, high frequency words, comprehension of informational text, comprehension of literature, and vocabulary. Students in grades K-6 who qualify as English Language Learners made moderate to significant progress overall. Specifically, when comparing English Language Learners in grade 2 to their grade level peers who scored 2 or More Grades Below, English Language Learners improved significantly in the following areas: 29% in phonics, 24% in high frequency words, 28% in phonological awareness, 35% in comprehension of informational texts, 24% in comprehension of literature texts, and 25% in vocabulary. English Language Learners who scored Mid or Above grade level made moderate progress from fall to winter by 12% in phonics, 34% in high frequency words, 33% in phonological awareness, 13% in comprehension of information text, 22% in comprehension of literature, and 9% in vocabulary. The K-3 teachers attributed their literacy gains to their professional development including Science of Reading, Heggerty, and University of Florida Literacy Institute (UFLI), which they have attended over the past three years. These new instructional strategies are being implemented at the Tier 1 instructional level. All K-6 grade teachers believe the moderate to significant progress for students overall is due to the differentiated, small group support provided by two early literacy intervention teachers, a reading intervention teacher for grades 3-6, English Language Development services provided to ELs, and the addition of the Sunday program within Special Education.

Within the following iReady math categories, students in grades 2-6 made little or moderate gains overall in Algebra and Algebraic Thinking, Geometry, Measurement and Data, and Numbers and Operations. When analyzing students' scores overall by grade level in fall and winter, all grade levels demonstrated notable concerns in the increasing number of students who scored at 1 Grade Level Below, 2 Grade Levels Below, and 3 or More Grade Levels Below.

When comparing grades 2-6 English Language Learner scores to students overall in the fall, 0% of English Language Learners scored in the Early On or Mid/Above Grade Levels. On the other hand, students overall who scored Early On or Mid/Above Grade Level were as follows: 8% in second grade, 6% in third grade, 16% in fourth grade, 14% in fifth grade, and 12% in sixth grade.

The discrepancy widened when analyzing the same groups in winter. English Language Learner scored significantly lower than students overall by 10% in second grade, 26% in third grade, 24% in fourth grade, 23% in fifth grade, and 32% in sixth grade. This demonstrates that math becomes increasingly more challenging for all students as they articulate to the next grade and is substantially more challenging for English Language Learners. A similar discrepancy was observed with students who identify as Asian and students with disabilities.

Teachers attribute the math scores in fall and winter to struggles with fact fluency, increased rigor in word problems, and limited access to intervention supports.

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

Modifications to differentiated student groups were created based on areas of need. Students in grades K-6 were given access to online supplemental programs for targeted intervention support and practice including Happy Numbers and Reflex Math. Teachers eliminated the use of Moby Max due to many programmatic challenges and limited support from their service provider, and students were given ongoing access to Prodigy for additional math practice. Using routine Cycles of Inquiry, teachers in grades 4-5 identified their lowest performing math students and assigned them to a math intervention teacher for a minimum of 30 minutes daily to target specific areas of need. Teachers noted the math intervention teacher is only available 1 1/4 hours per day, making it difficult to serve the large number of students who need the support. Students who required moderate math support were given differentiated math instruction in small groups with retired, volunteer teachers weekly to address gaps in learning.

2023-24

Identified Need

English Language Learners, students with disabilities, and those identified as Asian need ongoing access to reading intervention supports and services in grades K-6. Tier 1 instructional strategies need to continue including Science of Reading, Heggerty, UFLI, Soliday and Handwriting Without Tears. English Language Learners, as well as those who identify as Asian, need ongoing instructional support and services provided by an English Language Development teacher. Students with disabilities need ongoing instructional support and services by a Resource Specialist and/or an instructional aide. All students continue to benefit from differentiated reading groups to build skills in phonics, phonemic awareness, vocabulary, and comprehension of information text and literature.

English Language Learners, students with disabilities, and those identified as Asian need increased access to math interventions in small, differentiated groups to address fact fluency, procedural fluency, vocabulary, algebra and algebraic thinking, and comprehension of word problems. Additionally, all students need ongoing access to online supplemental programs for targeted intervention support and practice.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24								
ELA State Assessment: Change in scale score	<table border="1"> <tr> <td data-bbox="751 1208 1045 1289">All Students</td> <td data-bbox="1052 1208 1344 1289">19.3 points below standard</td> </tr> <tr> <td data-bbox="751 1294 1045 1375">English Learners</td> <td data-bbox="1052 1294 1344 1375">76.3 points below standard</td> </tr> <tr> <td data-bbox="751 1380 1045 1421">Foster Youth</td> <td></td> </tr> <tr> <td data-bbox="751 1425 1045 1456">Homeless</td> <td></td> </tr> </table>	All Students	19.3 points below standard	English Learners	76.3 points below standard	Foster Youth		Homeless		+3 scale score points
All Students	19.3 points below standard									
English Learners	76.3 points below standard									
Foster Youth										
Homeless										

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	<p>Socioeconomically Disadvantaged 43.8 points below standard</p> <p>Students with Disabilities 68.3 points below standard</p> <p>African American</p> <p>American Indian</p> <p>Asian 81.8 points below standard</p> <p>Filipino</p> <p>Hispanic 41.8 points below standard</p> <p>Two or More Races 40.7 points below standard</p> <p>Pacific Islander</p> <p>White 0.7 points above standard</p>	
<p>Math State Assessment: Change in scale score</p>	<p>All Students 36.5 points below standard</p> <p>English Learners 90.5 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 63.2 points below standard</p> <p>Students with Disabilities 86.8 points below standard</p> <p>African American</p> <p>American Indian</p> <p>Asian 100.1 points below standard</p> <p>Filipino</p> <p>Hispanic 57 points below standard</p>	<p>+3 scale score points</p>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Two or More Races 42.3 points below standard Pacific Islander White 19.6 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.593%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	26.42%	+2%

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Provide one part-time math intervention teacher to support math instruction for low performing students. PC 37143	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	22,990 5,849	School Year 2024-2025

1.2	Provide one part-time reading intervention teacher to support early literacy for low performing students. PC 37154	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	2,104 535	School Year 2024-2025
1.3	Classroom teachers will incorporate evidence-based integrated instructional strategies.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2024-2025
1.4	ELD teacher will collaborate with general education teachers to progress monitor.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2024-2025

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Data was audited each trimester to determine a daily average, annual average, chronic absences, and by student subgroups. For all students, chronic absenteeism was 18.6% which was a decline from the prior year. Student groups demonstrating an increase in chronic absenteeism were those who identify as Asian at 23.6% of students. This group accounts for 55 students at the school. The groups that demonstrated a decline in attendance when compared to the prior year were those identified as socio-economically disadvantaged (23.8% with a total of 202 students) and students with disabilities (18.6% with a total of 55 students). The student group that maintained the same rate of chronic absenteeism as the prior year are the English Language Learners (18.6% with a total of 103 students). Many of the students who identify as Asian may also be English Language Learners and/or socio-economically disadvantaged. The student group requiring the greatest level of support to improve rates of chronic absenteeism are the socio-economically disadvantaged.

For all students, daily average attendance maintained above 93% throughout the year. During the year, chronic absences averaged between 11-18% for all students and were dependent upon peak seasons for illness or family vacations.

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

Families are choosing to send their children to school with minor illnesses more often than in the prior three years which has helped increase our attendance rates when compared to the previous year. However, families choose to take vacations during the school year outside of the scheduled breaks to save money on airfare, housing rentals, etc. Families with English Language Learners frequently request a Short-Term Independent Study plan in order to visit family internationally; however, terms are restricted to no more than 14 days and are closely monitored. In the event a family is absent beyond the 14th day, the student is dropped and must re-enroll in San Juan Unified School District. Teachers noted that students particularly in grade 6 would enroll and then transfer to other schools, be absent frequently, or be suspended for poor behavior.

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

Students with Chronic Absenteeism received letters at the start of the year letting parents know an attendance goal has been established based on the prior year's attendance. The attendance clerk closely monitors these identified students and maintains contact using telephone, email, Talking Points and/or a letter home. Letters included a chart showing how many minutes/how many days of missed instruction can negatively impact student achievement. Students who are identified as Trending Chronically Absent are notified of their status and expectation for improvements. Additionally, students who may exhibit social emotional challenges that directly impact attendance rates are connected to counseling resources for support.

2023-24

Identified Need

Kindergarten and sixth grade would benefit from increased education about the value of being in school daily as well as the negative effects of Chronic Absenteeism. Within these two grade levels, English Language Learners, white students, and those who identify as Asian need greater support and information and accountability to reduce the number of vacation days being taken when school is in session.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	18.6% Chronically Absent
	English Learners	18.4% Chronically Absent
	Foster Youth	
		-0.5%

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	<p>Homeless</p> <p>Socioeconomically Disadvantaged 23.8% Chronically Absent</p> <p>Students with Disabilities 18.6% Chronically Absent</p> <p>African American 41.2% Chronically Absent</p> <p>American Indian</p> <p>Asian 23.6% Chronically Absent</p> <p>Filipino</p> <p>Hispanic 21.7% Chronically Absent</p> <p>Two or More Races 8.6% Chronically Absent</p> <p>Pacific Islander</p> <p>White 17.1% Chronically Absent</p>	
<p>Attendance: Percentage of the school year attended for students in TK-12</p>	<p>93.85%</p>	<p>+1.15%</p>
<p>High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)</p>	<p>N/A</p>	<p>N/A</p>
<p>Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.</p>	<p>N/A</p>	<p>N/A</p>
<p>Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.</p>	<p>All Students N/A</p> <p>English Learners N/A</p> <p>Foster Youth N/A</p> <p>Homeless N/A</p>	<p>N/A</p>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Socioeconomically Disadvantaged N/A Students with Disabilities N/A African American N/A American Indian N/A Asian N/A Filipino N/A Hispanic N/A Two or More Races N/A Pacific Islander N/A White N/A	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Develop an attendance incentive plan with routine progress monitoring by staff and rewards support from PTA.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian	Other		School Year 2024-2025
2.2	Provide home to school connections with a counselor or social worker to	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Asian	Other		School Year 2024-2025

educate families about the negative effects of chronic absenteeism.



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 Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Teachers administered the district's Climate Survey during winter months. Mission Ave Open hosted three Community Listening Sessions for parents to provide input. The administrator hosted one Pizza with the Principal event each for primary and upper grade students to gather student input about their experiences. Diverse groups of students attended and provided feedback about what is/is not working well at Mission Ave Open.

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

The use of the SAEBRs tool was inconsistent across grade levels and resorted in moderately accurate data. The evening session of the Community Listening Session has only one parent attend despite notifying families multiple transaltors would be present. Parent attendance at evening meetings and/or events had better attendance rates when teachers directly adversised the event with their class parents. The Community Listening Session at the start of the school day was more effective in capturing parents as they

departed at drop off time. Parents were willing to step into the MP room to provide their input on questions generated based on the recent District Climate Survey. Areas of the survey demonstrating a need for improvement were spotlighted in the Community Listening Sessions to learn more details particular to the topic. The Pizza with the Principal events were very well-attended and represented a diverse group of students in a variety of age groups. Information about recess behaviors were the greatest concerns, because students reported there are more incidents of swearing, racist comments and/or bullying. Students reported overall they enjoy coming to school, feel safe and connected, and feel they receive ample academic support.

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

Trainings were provided to the recreational aides to support building positive relationships with students, assisting students in problem solving during conflict, and helping students make wise decisions. The school social worker and counselor offered small social groups during lunch recess to provide small group SEL support and instruction. The counselor offered in-class SEL lessons to assist students in goal setting, conflict resolution, healthy habits, and effective communication.

2023-24

Identified Need

Students continue to need access to socio-emotional lessons to support how to be a good friend, making responsible decisions, how to handle conflict peacefully, learning techniques for self-regulating, and understanding right from wrong particularly during unstructured times. Providing three recreational aides to supervise during recess along with the support of teaching and support staff helps students to make better choices, be held accountable for their behavior, and access to an adult for support with problem solving. A diverse group of students will be given opportunities to provide input on connectedness and safety at the school by attending Pizza with the Principal events during the year. Parents/guardians will have opportunities to provide their input on connectedness and safety during parent meetings and Community Listening Sessions during the year. Diverse groups of parents/guardians will be encouraged to join ELAC, DELAC, PTA, School Site Council, and/or become a classroom parent to build leadership skills and contribute to decision-making at the school.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	1.8% suspended at least one day	-0.3%
	English Learners	1.9% suspended at least one day	
	Foster Youth		
	Homeless		
	Socioeconomically Disadvantaged	1.9% suspended at least one day	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<p>Students with Disabilities 4.9% suspended at least one day</p> <p>African American 0% suspended at least one day</p> <p>American Indian</p> <p>Asian 3.5% suspended at least one day</p> <p>Filipino</p> <p>Hispanic 1.6% suspended at least one day</p> <p>Two or More Races 0% suspended at least one day</p> <p>Pacific Islander</p> <p>White 1.9% suspended at least one day</p>	
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	72.1%	75%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	76.0%	80%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	Percentage of parents in leadership roles within the SSC who have been identified with the lower socioeconomic group (20%), have students with disabilities (20%), and who have students who are English Language Learners (20%). Percentage of parents in leadership roles within the PTA who have been identified with the lower socioeconomic group (15%), have students with disabilities	+1%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	<p>(25%), and who have students who are English Language Learners (10%). Percentage of parents in leadership roles within the ELAC who have been identified with the lower socioeconomic group (100%), have students with disabilities (15%), and who have students who are English Language Learners (100%). Percentage of parents in leadership roles within the DELAC who have been identified with the lower socioeconomic group (100%), have students with disabilities (0%), and who have students who are English Language Learners (100%). Percentage of parents in leadership roles within the SPAC who have been identified with the lower socioeconomic group (0%), have students with disabilities (0%), and who have students who are English Language Learners (0%).</p>	

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	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide weekly lessons in SEL skills for peer relationships, conflict resolution, self-regulation, and making positive choices.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,602	School Year 2024-2025

3.2	Partner with the Parent-Teacher Association to provide a Back to School Tea, Family Nights, and other family-friendly events to build connected relationships.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2024-2025
3.3	Host Pizza with the Principal events with diverse student groups to discuss ways of improving behaviors during unstructured times.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2024-2025
3.4	Host Community Listening Sessions for parents/guardians to share input on connectedness and safety issues at school.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2024-2025
3.5	Encourage diverse groups of parents/guardians to actively participate in ELAC, DELAC, PTA, School Site	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2024-2025

Council, and/or
classroom parent
leadership
opportunities.



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:
Student Achievement and Implementation of Standards

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
Provide explicit language development for English learners based on language proficiency levels.	August 2024 - June 2025	ELD teacher	1000-1999: Certificated Personnel Salaries	Other	137,000
Provide primary language support for English learners in core content classes outside of ELD	August 2024 - June 2025	BIA - Farsi/Dari			

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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

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	\$34,080.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
LCFF Supplemental Site Allocation	\$34,080.00

Subtotal of state or local funds included for this school: \$34,080.00

Total of federal, state, and/or local funds for this school: \$34,080.00

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	34,080.00	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Supplemental Site Allocation	34,080.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	25,094.00
3000-3999: Employee Benefits	6,384.00
4000-4999: Books And Supplies	2,602.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	25,094.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	6,384.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	2,602.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,478.00
Goal 3	2,602.00

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
- 3 Parent or Community Members
- 0 Secondary Students

Name of Members	Role
Elizabeth Evenson	Parent or Community Member
Chelcey Lieber	Parent or Community Member
Samantha Thomas	Parent or Community Member
Shauna Chatters	Parent or Community Member
Dina Winston	Classroom Teacher
Cheri Anderson	Classroom Teacher
Margaret Terzich	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on June 3, 2024.

Attested:



Principal, Margaret A. Terzich on June 3, 2024



SSC Chairperson, Elizabeth Evenson on June 3, 2024

Budget By Expenditures

Mission Avenue Open Elementary School

Funding Source: LCFF Supplemental Site Allocation **\$34,080.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide one part-time math intervention teacher to support math instruction for low performing students. PC 37143	1000-1999: Certificated Personnel Salaries	\$22,990.00	School Connectedness	
Provide one part-time reading intervention teacher to support early literacy for low performing students. PC 37154	1000-1999: Certificated Personnel Salaries	\$2,104.00	School Connectedness	
	3000-3999: Employee Benefits	\$5,849.00	School Connectedness	
	3000-3999: Employee Benefits	\$535.00	School Connectedness	
Provide weekly lessons in SEL skills for peer relationships, conflict resolution, self-regulation, and making positive choices.	4000-4999: Books And Supplies	\$2,602.00	Engaging Academics	
LCFF Supplemental Site Allocation Total Expenditures:		\$34,080.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		
Mission Avenue Open Elementary School Total Expenditures:		\$34,080.00		