



# School Plan for Student Achievement (SPSA) Template

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

| School Name                           | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|---------------------------------------|-----------------------------------|--|---------------------------|
| Mission Avenue Open Elementary School | 34-67447-6034730                  | May 27, 2025                           | June 24, 2025             |

## 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

Classroom teachers in grades K–6 met regularly throughout the year during monthly staff meetings and grade-level planning to analyze student performance in ELA and math. They reviewed academic progress, evaluated the effectiveness of instruction, considered Tier 1 differentiated groups, and assigned Tier 2 and Tier 3 interventions as needed. Teachers also reviewed District Climate Survey results to identify strengths and areas for improvement. A strong focus was placed on the academic and social-emotional needs of English Learners, students with disabilities, and students from low-income households.

The School Site Council (SSC), made up of parents, teachers, classified staff, and the principal met five times during the year. The council reviewed academic, attendance, behavioral, and District Climate Survey data, as well as the Comprehensive Needs Assessment and LCFF budget. Members identified priority actions and shared concerns, including reduced volunteerism, the need for continued high-quality instruction in reading and math, and ensuring access to experiential learning opportunities like field trips.

The English Learners Advisory Council (ELAC) hosted four virtual informational nights to review the ELAC Comprehensive Needs Assessment data, discuss school site needs, ask questions about their child's academic progress, and learn about resources available within our district. These families were also invited to attend a Community Listening Session (interpreters included) to share feedback about their child's academic and social-emotional experience at Mission. ELAC families reported feeling supported, welcomed, and safe at school, while also expressing a desire for continued access to enrichment and intervention support for struggling learners.

The Parent-Teacher Association (PTA) participated in ongoing collaborative discussions throughout the year. Topics included increasing culturally diverse membership, sustaining financial support for field trips, and maintaining high expectations for achievement. Parents emphasized the importance of inclusive curriculum, a respectful and safe campus, and the continued desire to host events that

build a positive school culture. Parents and teachers remain concerned about a decline in overall parent engagement and lower participation rates for overnight field trips.

In fall 2024, all parents/guardians were invited to a Community Listening Session to gather broad input from all families, with translation support to ensure inclusive participation. A Local Control and Accountability Plan (LCAP) analyst attended to align input with the district's 3-year LCAP. Feedback collected was shared during staff, PTA, and SSC meetings to inform school-wide planning and decision-making.

Across all forums, stakeholders affirmed the importance of academic achievement, positive behavior supports, mental health services, and a welcoming school culture. The School Plan for Student Achievement (SPSA), which reflects these shared priorities, is made available annually on the school website for all stakeholders to review.

# 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    |
|                                | <b>Total Enrollment</b> |        |        | 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    |
| <b>Total Enrollment</b>           | 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) |                    |       | 19    | 0.0%                |       | 14.39% |

# School and Student Performance Data

## Student Population

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

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

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

| 2023-24 Student Population  |  |  |   |
|---|--|--|---|
| Total Enrollment  | Socioeconomically Disadvantaged  | English Learners   | Foster Youth  |
| <b>430</b>  | <b>39.5%</b>   | <b>25.1%</b>   | <b>0.0%</b>   |
| 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. | Students whose well being is the responsibility of a court. |

| 2023-24 Enrollment for All Students/Student Group |       |            |
|---|-------|------------|
| Student Group                                     | Total | Percentage |
| English Learners                                  | 108   | 25.1%      |
| Foster Youth                                      | 0     | 0.0%       |
| Homeless  | 1     | 0.2%       |
| Socioeconomically Disadvantaged                   | 170   | 39.5%      |
| Students with Disabilities                        | 47    | 10.9%      |

| Enrollment by Race/Ethnicity |       |            |
|------------------------------|-------|------------|
| Student Group                | Total | Percentage |
| African American             | 9     | 2.1%       |
| American Indian              | 0     | 0.0%       |
| Asian                        | 81    | 18.8%      |
| Filipino                     | 3     | 0.7%       |
| Hispanic                     | 54    | 12.6%      |
| Two or More Races            | 35    | 8.1%       |
| Pacific Islander             | 0     | 0.0%       |
| White                        | 248   | 57.7%      |

# 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.”



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

### 2024 Fall Dashboard Overall Performance for All Students

#### Academic Performance

##### English Language Arts



Orange

#### Academic Engagement

##### Chronic Absenteeism



Yellow

#### Conditions & Climate

##### Suspension Rate



Orange

#### Mathematics



Orange

#### English Learner Progress



Yellow

# School and Student Performance Data

## Academic Performance English Language Arts

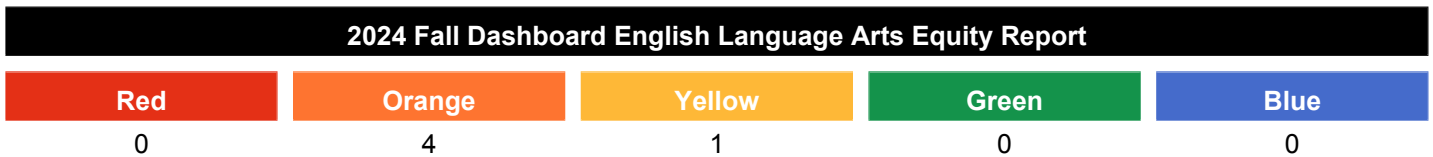
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This section provides number of student groups in each level.



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

| 2024 Fall Dashboard English Language Arts Performance for All Students/Student Group                                      |   |   |
|---|---|---|
| <p><b>All Students</b></p> <p>Orange</p> <p>25.7 points below standard</p> <p>Declined 6.4 points</p> <p>231 Students</p> | <p><b>English Learners</b></p> <p>Orange</p> <p>72.3 points below standard</p> <p>Increased 4.0 points</p> <p>62 Students</p> | <p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>  |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>                              | <p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>42.0 points below standard</p> <p>Maintained 1.8 points</p> <p>95 Students</p> |

|   |   |   |
|---|---|---|
| <p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>67.2 points below standard</p> <p>Maintained 1.2 points</p> <p>33 Students</p>      | <p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>   |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>77.6 points below standard</p> <p>Increased 4.2 points</p> <p>32 Students</p>              | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>         | <p><b>Hispanic</b></p>  <p>Yellow</p> <p>35.1 points below standard</p> <p>Increased 6.7 points</p> <p>34 Students</p> |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>30.6 points below standard</p> <p>Increased 10.1 points</p> <p>24 Students</p> | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>0 Students</p>                              | <p><b>White</b></p>  <p>Orange</p> <p>10.1 points below standard</p> <p>Declined 10.9 points</p> <p>135 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.

When compared to the All Students group, student groups scoring at the lowest performing levels for CAASPP ELA are English Language Learners, Students with Disabilities, Socio-Economically Disadvantaged, and Hispanic.

All students scored 25.7 points below standard which was a decline from the previous school year.

The lowest performing groups were the Asian, English Language Learners groups, students with disabilities, and socioeconomically disadvantaged.

The Asian group scored 77.6 points below the standard, which was an increase of 4.2 points when compared to the prior year.

English learners scored 72.3 points below standard which was an increase of 4.0 points when compared to the previous school year.

Students with disabilities maintained at 67.2 below standard and socioeconomically disadvantaged maintained at 42 below standard.

#### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Mission's Asian and EL students are still learning and acquiring the English language, are showing growth individually, and their group data shows an increase in English Language Arts performance. Mission Ave Open continues to experience an increasing enrollment of EL students and newcomers to the country. Teachers would benefit from additional professional learning around meeting the specific needs of EL and newcomer students.

These student groups receive continued support from the ELD teacher and BIA. Some students receive services within intervention groups to focus on academic areas particularly in reading and math word problems, whereas our ELD teacher focuses on language acquisition.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

The Mission Ave Open school community would like to allocate funds to continue offering early reading interventions for the above listed student groups. With an increasing enrollment of English Language Learners, classroom teachers are responsible for ensuring students receive integrated ELD throughout the school day and 30 minutes of direct ELD instruction daily. Classroom teachers, the ELD teacher, the BIA and classroom IAs would benefit from ongoing GLAD training and/or ELAchieve professional development. These evidence-based strategies are also supportive for students with disabilities who benefit from scaffolded instructional strategies.

# School and Student Performance Data

## Academic Performance Mathematics

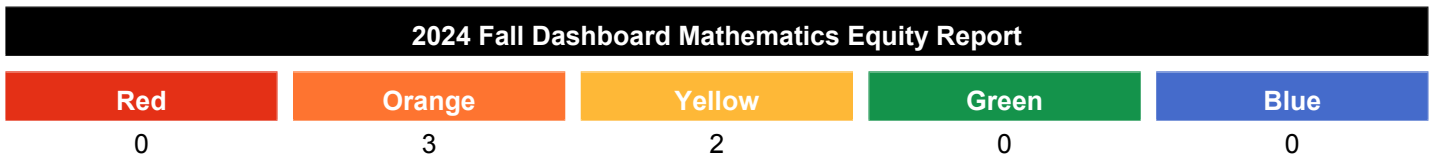
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The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California 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 a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

| 2024 Fall Dashboard Mathematics Performance for All Students/Student Group  |   |  |
|---|---|--|
| <p><b>All Students</b></p> <p>Orange</p> <p>42.4 points below standard</p> <p>Declined 5.9 points</p> <p>238 Students</p> | <p><b>English Learners</b></p> <p>Yellow</p> <p>84.1 points below standard</p> <p>Increased 6.4 points</p> <p>69 Students</p> | <p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>   |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students</p> <p>1 Student</p>                              | <p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>61.3 points below standard</p> <p>Maintained 1.9 points</p> <p>102 Students</p> |

|   |   |  |
|---|---|--|
| <p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>55.4 points below standard</p> <p>Increased 31.5 points</p> <p>33 Students</p>      | <p><b>African American</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>4 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>0 Students</p>  |
| <p><b>Asian</b></p>  <p>No Performance Color</p> <p>88.7 points below standard</p> <p>Increased 11.4 points</p> <p>34 Students</p>             | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>2 Students</p>         | <p><b>Hispanic</b></p>  <p>Orange</p> <p>62.2 points below standard</p> <p>Declined 5.1 points</p> <p>34 Students</p> |
| <p><b>Two or More Races</b></p>  <p>No Performance Color</p> <p>32.1 points below standard</p> <p>Increased 10.2 points</p> <p>24 Students</p> | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Less than 11 Students</p> <p>0 Students</p> | <p><b>White</b></p>  <p>Orange</p> <p>27.0 points below standard</p> <p>Declined 7.4 points</p> <p>140 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.

All students scored 42.4 points below standard which was an overall decline from the previous school year. The lowest performing groups included: Students with disabilities scored in the yellow with remarkable growth by increasing 31.5 points when compared to the prior year and 55.4 points below standard. Asian student groups increased scores by 11.4 points and scored 88.7 points below standard. English Language Learners scored in the yellow with an increase of 6.4 points and 84.1 points below standard. Socioeconomically disadvantaged students maintained 1.9 points and scored 61.3 points below standard which was similar to the previous school year.

**Potential causes:**

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Mission Ave Open staff noticed a trend with incoming students who may have attended several other schools or schools outside the US, and many of those lack basic math skills. An academic growth area is in providing differentiated instruction for incoming students. Classroom teachers use math recovery, Building Thinking Classrooms, iReady, Reflex Math and/or Bridges Intervention curriculum to support differentiated instructional support. Students in the upper grades attended small group interventions provided by a certificated teacher.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Mission Ave Open teachers would benefit from professional learning with research-based math Tier I strategies, supplemental math manipulatives, and ongoing access for students to highly engaging online programs to drive instructional practices. Students need access to materials that are presented in a variety of engaging ways. Support staff need access to professional development and collaboration time to develop their instructional strategies for use in small groups.

# School and Student Performance Data



## Academic Performance English Learner Progress

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

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

| 2024 Fall Dashboard English Learner Progress Indicator   |   |
|--|---|
| <b>English Learner Progress</b><br><br>Yellow<br>57.1% making progress.<br>Number Students: 77 Students | <b>Long-Term English Learner Progress</b><br><br>No Performance Color<br>making progress.<br>Number Students: 0 Students |

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

| 2024 Fall Dashboard Student English Language Acquisition Results |  |                                      |  |
|--|--|--------------------------------------|--|
| <b>Decreased One ELPI Level</b><br>11.7%                         | <b>Maintained ELPI Level 1, 2L, 2H, 3L, or 3H</b><br>31.2% | <b>Maintained ELPI Level 4</b><br>0% | <b>Progressed At Least One ELPI Level</b><br>57.1% |

### Lowest Performing Group:

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

57.1% of students who progressed at least one ELPI level. 31.2% of students maintained their level and 11.7% decreased.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Mission Ave Open would benefit from focusing on areas of success that they can learn from and expand upon, while also evaluating why approximately more than 30% of students maintained or decreased to determine what supports are still needed. For the few students who are not making growth with ELPI or in class, their information is shared in an MTSS framework of parent conferences, teacher collaborations, SST meetings and participate in targeted instructional strategies. Only a few of these students are being assessed for a potential learning disability. Other students who are very new to the country need more time to acquire language and some are still in the early primary years.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Classroom teachers would benefit from professional learning around meeting the needs of English learners, specifically in the area of integrated instructional strategies that provide explicit language development. Mission Ave Open will continue to provide differentiated instruction support and provide classroom IAs to work with students in small instructional groups.



**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

N/A

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

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

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This section provides number of student groups in each level.



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

| 2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group   |  |  |
|--|--|--|
| <p><b>All Students</b></p> <br>Yellow               | <p><b>English Learners</b></p> <br>Green        | <p><b>Long-Term English Learners</b></p> <br>No Performance Color |
| 11.1% Chronically Absent   | 8.8% Chronically Absent  | 0 Students   |
| Declined 7.6   | Declined 9.6   |  |
| 452 Students   | 125 Students   |  |
| <p><b>Foster Youth</b></p> <br>No Performance Color | <p><b>Homeless</b></p> <br>No Performance Color | <p><b>Socioeconomically Disadvantaged</b></p> <br>Yellow          |
| 0 Students   | 30.8% Chronically Absent   | 12.1% Chronically Absent   |
|  | 0  | Declined 11.7  |
|  | 13 Students  | 224 Students   |

|   |  |   |
|---|--|---|
| <p><b>Students with Disabilities</b></p>  <p>Yellow</p> <p>16.4% Chronically Absent</p> <p>Declined 2.3</p> <p>55 Students</p> | <p><b>African American</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>10 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> |
| <p><b>Asian</b></p>  <p>Green</p> <p>6.7% Chronically Absent</p> <p>Declined 17</p> <p>90 Students</p>                         | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>          | <p><b>Hispanic</b></p>  <p>Yellow</p> <p>14.3% Chronically Absent</p> <p>Declined 7.4</p> <p>56 Students</p>                               |
| <p><b>Two or More Races</b></p>  <p>Orange</p> <p>13.9% Chronically Absent</p> <p>Increased 5.3</p> <p>36 Students</p>         | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p>   | <p><b>White</b></p>  <p>Yellow</p> <p>11.4% Chronically Absent</p> <p>Declined 5.7</p> <p>255 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.

11.1% of all students were chronically absent which was a decrease of 7.6 points from the previous school year.

No student groups scored in the "red" indicator.

Asian student groups scored in the green with 6.7% chronically absent which is a decline of 17 points when compared to the prior year.

English Language Learner student groups scored in the green with a decline of 9.6 points or a total of 8.8% chronically absent.

The highest chronic absenteeism rates were: 16.4% of students with disabilities are chronically absent (decline of 2.3 points compared to the prior year) and 13.9% of students identified as Two or More Races were chronically absent (increased compared to the previous school year).

Out of 255 students who identify as white, 11.4% of of these are chronically absent which is a decline of 5.7 points from the previous year.

### Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

The families who face transportation struggles due to the distance between their home and school have a history of moving schools frequently, or they take family vacations without requesting a short-term independent study. Many of these students are also siblings. The school social worker held an Attendance Academy at the start of the school year focusing on students and families with higher rates of absenteeism and many of the cases made improvements.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Mission Ave Open will continue to meet with newly enrolled students to learn the barriers to getting to school and offer incentives to encourage students to increase their attendance rates. Often the chronic absentee are due to a parent's decision as opposed to the student. Attendance conferences will continue to be held with these families to offer frequent encouragement and support for their students.



# School and Student Performance Data

## Conditions & Climate Suspension Rate

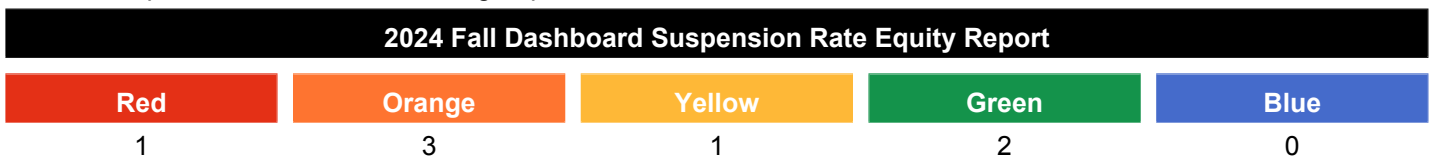
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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.

| 2024 Fall Dashboard Suspension Rate for All Students/Student Group  |   |  |
|---|---|--|
| <p><b>All Students</b></p> <p>Orange</p> <p>3% suspended at least one day</p> <p>Increased 1.2%</p> <p>472 Students</p> | <p><b>English Learners</b></p> <p>Green</p> <p>0.8% suspended at least one day</p> <p>Declined 1.1%</p> <p>130 Students</p> | <p><b>Long-Term English Learners</b></p> <p>No Performance Color</p> <p>0 Students</p>   |
| <p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>0 Students</p>  | <p><b>Homeless</b></p> <p>No Performance Color</p> <p>6.3% suspended at least one day</p> <p>16 Students</p>                | <p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>2.5% suspended at least one day</p> <p>Increased 0.6%</p> <p>241 Students</p> |

|  |  |   |
|--|--|---|
| <p><b>Students with Disabilities</b></p>  <p>Orange</p> <p>5.3% suspended at least one day</p> <p>Increased 0.3%</p> <p>57 Students</p> | <p><b>African American</b></p>  <p>No Performance Color</p> <p>7.7% suspended at least one day</p> <p>Increased 7.7%</p> <p>13 Students</p> | <p><b>American Indian</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> |
| <p><b>Asian</b></p>  <p>Green</p> <p>1.1% suspended at least one day</p> <p>Declined 2.4%</p> <p>93 Students</p>                        | <p><b>Filipino</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>3 Students</p>        | <p><b>Hispanic</b></p>  <p>Red</p> <p>8.3% suspended at least one day</p> <p>Increased 6.8%</p> <p>60 Students</p>                         |
| <p><b>Two or More Races</b></p>  <p>Orange</p> <p>5.6% suspended at least one day</p> <p>Increased 5.6%</p> <p>36 Students</p>          | <p><b>Pacific Islander</b></p>  <p>No Performance Color</p> <p>Fewer than 11 students - data not displayed for privacy</p> <p>1 Student</p> | <p><b>White</b></p>  <p>Yellow</p> <p>1.9% suspended at least one day</p> <p>Maintained 0%</p> <p>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.

3% of all students were suspended at least once during the school year which was an increase from the previous school year.

English Language Learners groups scored in the green with a declined 1.1% and Asian groups scored in the green with a decline by 2.4%

The lowest performing areas were groups identified as Hispanic, African American, two or More Races, Students with Disabilities, Homeless, and White students.

5.3% of our Students with Disabilities were suspended at least one day which was an increase from the previous school year.

7.7% of our African American students were suspended at least one day which was an increase from the previous school year.

The red indicator demonstrated 8.3% of our Hispanic students were suspended at least one day which was an increase from the previous school year.

5.6% of our students identified as Two or More Races were suspended at least one day which was an increase from the previous school year and 1.9% of our white students were suspended at least one day which maintained from the previous school year.

**Potential causes:**

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Mission Ave Open continues to be proactive in providing social-emotional supports in and outside the classroom.

The school has increased staffing for recess supervision which may have increased the likelihood of catching infractions, but overall the school is consistent in building a sense of belonging, personal accountability and providing restorative conversations. However, sometimes a suspension is warranted. While the indicators range from green to red, it is due to a few more suspensions in total for the year when compared to last year. Our rate of 3% suspensions overall remains markedly low.

**What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?**

Mission Ave Open needs to continue to have supervisory personnel visible at recess where most issues arise. Support from classroom teachers and the Wellness Team members is also important for students to help with underlying issues. The school community would also benefit from refining its school-wide behavioral systems to incorporate greater consistency with procedures, rules, and expectations.

# 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: 2024-25

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

## ANALYSIS

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, 2023-2024 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)

##### iReady Data from 2nd trimester (ELA):

45% of Kindergarten students are at or above grade level.  
32% of 1st grade students are at or above grade level.  
54% of 2nd grade students are at or above grade level.  
61% of 3rd grade students are at or above grade level.  
39% of 4th grade students are at or above grade level.  
42% of 5th grade students are at or above grade level.  
39% of 6th grade students are at or above grade level  
19% of EL students are at or above grade level.  
34% of low SES students are at or above grade level.  
30% of students with disabilities are at or above grade level.

##### iReady Data from 2nd trimester (math):

33% of Kindergarten students are at or above grade level.  
22% of 1st grade students are at or above grade level.  
35% of 2nd grade students are at or above grade level.  
24% of 3rd grade students are at or above grade level.  
42% of 4th grade students are at or above grade level.  
37% of 5th grade students are at or above grade level.  
38% of 6th grade students are at or above grade level  
10% of EL students are at or above grade level.  
18% of low SES students are at or above grade level.  
24% of students with disabilities are at or above grade level.

##### CAASPP Data from 2023-24

44% of students met or exceeded standards in ELA  
36% of students met or exceeded standards in math  
100% of EL students received at least 30 minutes of Designated ELD instruction daily either provided by the ELD teacher or the classroom teacher.

##### ELPAC Data from 2023-24

14% of EL students are level 4  
30% of EL students are level 3

29% of EL students are level 2  
 27% of EL students are level 1

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

Differentiated student groups were created based on areas of academic need. Students in grades K-6 were given access to supplemental programs for targeted intervention support and practice including but not limited to: Happy Numbers, Reflex Math, iReady, Bridges Intervention, Barton, Heggerty, UFLI and Reading A-Z. Using routine cycles of inquiry, teachers in grades 3-6 identified their lowest performing math and ELA students and assigned them to either a math or reading intervention teacher to target specific areas of need. Teachers noted the part time, MTSS-funded intervention support is offered in the afternoons when lunch and recess for upper grades is in session. The afternoon support is limited when the school start time is 8:55 am. Teachers also noted the numbers of English Language Learners has been increasing year over year for the past 4 years and need broader support by all members on site, certificated and classified. This group of students also needs greater access to targeted intervention support along with their designated 30 minutes of ELD instruction.

**2025-26**

**Identified Need**

Based on data over the past four years, Mission Ave Open has essentially maintained ELA and math scores despite the increasing needs of its diverse demographics. In light of the changing student population who need greater support in language acquisition, early literacy and basic math skills, Mission Ave Open needs to make strategic instructional changes to improve student achievement outcomes. Collaboration time to review math standards, understand the new math framework, and creating essential standards for each grade level should help identify specific areas in math for growth. ELA is steadily increasing, particularly with the Asian and English Language Learners, and the current supports in place are working. Mission Ave Open will continue to provide support for the lowest performing student groups by providing: reading intervention teachers working with small groups on targeted reading skills, literacy supports across all grade levels and student groups, access to diverse fiction and non-fiction books with varying reading levels, and differentiated instruction with evidence-based literacy programs such as the Science of Reading.

**Annual Measurable Outcomes**

| Metric/Indicator                               | Baseline 2024-25   | Expected Outcome 2025-26 |
|--|--|--------------------------|
| ELA State Assessment:<br>Change in scale score | All Students 25.7 points below standard<br>English Learners 72.3 points below standard<br>Foster Youth<br>Homeless | +3 scale score points    |

| Metric/Indicator  | Baseline 2024-25  | Expected Outcome 2025-26     |
|---|---|------------------------------|
|   | Socioeconomically Disadvantaged 42.0 points below standard<br>Students with Disabilities 67.2 points below standard<br>African American<br>American Indian<br>Asian 77.6 points below standard<br>Filipino<br>Hispanic 35.1 points below standard<br>Two or More Races 30.6 points below standard<br>Pacific Islander<br>White 10.1 points below standard               |                              |
| <b>Math State Assessment:<br/>Change in scale score</b> | All Students 42.4 points below standard<br>English Learners 84.1 points below standard<br>Foster Youth<br>Homeless<br>Socioeconomically Disadvantaged 61.3 points below standard<br>Students with Disabilities 55.4 points below standard<br>African American<br>American Indian<br>Asian 88.7 points below standard<br>Filipino<br>Hispanic 62.2 points below standard | <b>+3 scale score points</b> |

| Metric/Indicator   | Baseline 2024-25  |                            | Expected Outcome 2025-26 |
|--|-------------------|----------------------------|--------------------------|
|  | Two or More Races | 32.1 points below standard |                          |
|  | Pacific Islander  |                            |                          |
|  | White             | 27.0 points below standard |                          |
| English Language Learner State Assessment:<br>Change in percentage of English language learners making progress on ELPAC       | 57.1%             |                            | +2%                      |
| English Learner Reclassification:<br>Percentage of English language learners who are reclassified to Fluent English Proficient | 14.39%            |                            | +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 two retired, part-time reading intervention teachers to support instructional intervention support. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | LCFF<br>Supplemental Site Allocation<br>1000-1999:<br>Certificated Personnel Salaries<br>LCFF<br>Supplemental Site Allocation<br>3000-3999:<br>Employee Benefits | 32,000<br><br>1,707 | School Year 2025-2026   |

|     |   |  |                   |       |                       |
|-----|---|--|-------------------|-------|-----------------------|
|     |   |  |                   |       |                       |
| 1.2 | Provide TK and K teachers to support early reading intervention services in the afternoons.                                     | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing | Other             |       | School Year 2025-2026 |
| 1.3 | ELD teacher and BIA will collaborate with general education teachers for newcomer support and intervention grouping strategies. | All Students<br>X English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing     | Other             |       | School Year 2025-2026 |
| 1.4 | Classroom teachers will incorporate evidence-based integrated ELD instructional strategies.                                     | All Students<br>X English Learners<br>X Low-Income Students<br>Foster Youth<br>X Lowest Performing | Other             |       | School Year 2025-2026 |
| 1.5 | Classroom, ELD and SPED teachers will collaborate in professional development using writing rubrics for each grade level.       | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing     | Other             |       | School Year 2025-2026 |
| 1.6 | Provide students with supplemental  | X All Students<br>English Learners   | LCFF Supplemental | 3,413 | School Year 2025-2026 |

|     |  |  |   |  |                       |
|-----|--|--|---|--|-----------------------|
|     | workbooks and learning manipulatives for both reading and math interventions.  | Low-Income Students<br>Foster Youth<br>Lowest Performing                                       | Site Allocation<br>4000-4999:<br>Books And Supplies |  |                       |
| 1.7 | Classroom, ELD and SPED teachers will collaborate in professional development using visual representations for mathematic concepts including numeracy and equations. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other   |  | School Year 2025-2026 |

# 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: 2024-25

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

## ANALYSIS

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

Data was reviewed each trimester to determine a daily average, annual average, chronic absences, and by student subgroups. For all students, chronic absenteeism averaged about 10% which was an improvement when compared to the same timeframe in the prior year. The student groups demonstrating the highest chronic or nearly chronic absenteeism rates were those who identify as white at 8% with a total of 25 students, African-American at 14% with a total of 2 students, Hispanic at 20% with a total of 9%, Two or More Races at 12% with a total of 4 students, and Asian-Other Asian at 17% with a total of 15 students.

The groups that demonstrated an improvement in attendance when compared to the prior year were those identified as Asian and English Language Learners based on the San Juan Unified attendance data. 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 94% throughout the year. During the year, chronic absences averaged between 11-13% 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 have increased in their understanding and request for a Short-Term Independent Study to visit family internationally; however, STIS agreements are restricted to no more than 15 days and are closely monitored. In the event a family is absent beyond the 15th day, the student is dropped and must re-enroll in San Juan Unified School District.

**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. A member of the Wellness Team provided an Attendance Academy at the start of the year focusing on students who are identified as Chronically Absent to encourage positive attendance rates throughout the year.

**2025-26  
Identified Need**

Kindergarten and sixth grade parents 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 2024-25 | Expected Outcome 2025-26 |
|--|------------------|--------------------------|
| Chronic Absenteeism:<br>Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8 | All Students     | 11.1% Chronically Absent |
|  | English Learners | 8.8% Chronically Absent  |
|  | Foster Youth     |                          |
|  |                  | -0.5%                    |

Metric/Indicator

Baseline 2024-25

Expected Outcome 2025-26

|   |  |               |
|---|--|---------------|
|   | <p>Homeless 30.8% Chronically Absent</p> <p>Socioeconomically Disadvantaged 12.1% Chronically Absent</p> <p>Students with Disabilities 16.4% Chronically Absent</p> <p>African American</p> <p>American Indian</p> <p>Asian 6.7% Chronically Absent</p> <p>Filipino</p> <p>Hispanic 14.3% Chronically Absent</p> <p>Two or More Races 13.9% Chronically Absent</p> <p>Pacific Islander</p> <p>White 11.4% Chronically Absent</p> |               |
| <p>Attendance:<br/>Percentage of the school year attended for students in TK-12</p>                                       | <p>94.8%</p>   | <p>+1.15%</p> |
| <p>High School Dropout Rate:<br/>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:<br/>Number of middle school students (grades 6-8) who dropout of school.</p>               | <p>N/A</p>   | <p>N/A</p>    |
| <p>Graduation Rate:<br/>Percentage of students who graduate high school within 4 or 5 years.</p>                          | <p>All Students</p> <p>English Learners</p> <p>Foster Youth</p> <p>Homeless</p>  | <p>N/A</p>    |

| Metric/Indicator | Baseline 2024-25   | Expected Outcome 2025-26 |
|------------------|--|--------------------------|
|                  | Socioeconomically Disadvantaged<br>Students with Disabilities<br>African American<br>American Indian<br>Asian<br>Filipino<br>Hispanic<br>Two or More Races<br>Pacific Islander |                          |

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. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other     |                     | School Year 2025-2026   |
| 2.2    | Provide home to school connections with a counselor or social worker to educate families about the           | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other     |                     | School Year 2025-2026   |

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: 2024-25

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

## ANALYSIS

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 a Parent Listening Session in the fall to gather input from a diverse population of parents. Input from staff and parents were also collected during ELAC, PTA, staff, field trip parent meetings, and School Site Council meetings. Based on the District Climate Survey, Data from the District Climate Survey indicated:

**Safety**  
Approximately 146 students in grades 4-6 took the district survey. 87% of students know the school safety protocols, 76% of students know what staff member to go to if they have a safety concern, 74.4% of students indicated concerns about student safety are taken seriously, 72.4% of students indicated concerns about students safety are addressed in a timely manner at school, 66.7% indicated

they feel safe sharing different viewpoints and perspectives at their school, and 73.3% of students indicated their school is a safe place for all students.

Approximately 63 parents took the district survey. 79.4% of parents know the school safety protocols, 77.8% of parents know what staff member to go to if they have a safety concern, 71.4% of parents indicated concerns about student safety are taken seriously, 66.1% of parents indicated concerns about students safety are addressed in a timely manner at school, 66.7% indicated they feel safe sharing different viewpoints and perspectives at their school, and 76.2% of parents indicated their school is a safe place for all students.

Approximately 21 staff members took the district survey. 81% of staff know the school safety protocols, 95% of staff know what staff member to go to if they have a safety concern, 71.4% of staff indicated concerns about student safety are taken seriously, 57.1% of staff indicated concerns about students safety are addressed in a timely manner at school, 42.9 % indicated they feel safe sharing different viewpoints and perspectives at their school, and 70% of staff indicated their school is a safe place for all students.

#### Sense of Belonging

Approximately 146 students in grades 4-6 took the district survey. 77.9% of students indicated school staff respects student diversity, 74.8% indicated adults at their school treat students respectfully, 42.9% indicated students are respectful to each other at school, 76.2% indicated students have opportunities to socialize with other students often at school, 85.7% indicated they have an adult on campus they can trust, 87% indicated they trust other students at school, 63.5% indicated curriculum reflects racial, ethnic, cultural, and identity perspectives, and 63.6% indicated the school staff reflects student diversity.

Approximately 63 parents took the district survey. 81% of parents indicated school staff respects student diversity, 81% indicated adults at their school treat students respectfully, 52.4% indicated students are respectful to each other at school, 90% indicated students have opportunities to socialize with other students often at school, 100% indicated they have an adult on campus they can trust, 67.7% indicated they trust other students at school, 69.8% indicated curriculum reflects racial, ethnic, cultural, and identity perspectives, and 55.6% indicated the school staff reflects student diversity.

Approximately 21 staff members took the district survey. 81% of staff indicated school staff respects student diversity, 85.5% indicated adults at their school treat students respectfully, 57.1% indicated students are respectful to each other at school, 85.7% indicated students have opportunities to socialize with other students often at school, 84.1% indicated they have an adult on campus they can trust, 82.3% indicated they trust other students at school, 69.8% indicated curriculum reflects racial, ethnic, cultural, and identity perspectives, and 55.6% indicated the school staff reflects student diversity.

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

Parent attendance at evening meetings and/or events had better attendance rates when teachers directly advertised 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. 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. Teachers were given professional training on

**2025-26**

**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 2024-25                |                                 | Expected Outcome 2025-26 |
|--|---------------------------------|---------------------------------|--------------------------|
| 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                    | 3% suspended at least one day   | -0.3%                    |
|  | English Learners                | 0.8% suspended at least one day |                          |
|  | Foster Youth                    |                                 |                          |
|  | Homeless                        | 6.3% suspended at least one day |                          |
|  | Socioeconomically Disadvantaged | 2.5% suspended at least one day |                          |

| Metric/Indicator  | Baseline 2024-25  | Expected Outcome 2025-26 |
|---|---|--------------------------|
|   | <p>Students with Disabilities 5.3% suspended at least one day</p> <p>African American 7.7% suspended at least one day</p> <p>American Indian</p> <p>Asian 1.1% suspended at least one day</p> <p>Filipino</p> <p>Hispanic 8.3% suspended at least one day</p> <p>Two or More Races 5.6% suspended at least one day</p> <p>Pacific Islander</p> <p>White 1.9% suspended at least one day</p> |                          |
| Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey                       | 65.7%   | 75%                      |
| Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.  | 71.0%   | 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). | <p>School Site Council Parent Engagement in Leadership -</p> <p>School Site Council Members - 15% SWD, 35% EL, 15% LI, 0% FY</p> <p>ELAC Members - 100% EL, 30% SWD, 90% LI, 0% FY</p> <p>Parent Teacher Association - 10% EL, 25% SWD, 10% LI, 0% FY</p>   | +1%                      |

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

**Strategy/Activity & 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. Principally serving our lowest performing student group of Hispanic. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other     |                     | School Year 2025-2026   |
| 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<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other     |                     | School Year 2025-2026   |
| 3.3    | Host Tea/Coffee with the Principal for parents to nurture collaborative conversations that will gather input on needs and increase a sense of belonging.   | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other     |                     | School Year 2025-2026   |

|     |  |  |       |  |                       |
|-----|--|--|-------|--|-----------------------|
| 3.4 | Develop a group of Parent Ambassadors from each language group to partner with the school to provide information about the school, build connections, and increase parent engagement at school and home. | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other |  | School Year 2025-2026 |
| 3.5 | Encourage diverse groups of parents/guardians to actively participate in ELAC, DELAC, PTA, School Site Council, and/or classroom parent leadership opportunities.  | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other |  | School Year 2025-2026 |
| 3.6 | Provide a variety of opportunities for students to share differing viewpoints and perspectives within the classroom and during recess.   | X All Students<br>English Learners<br>Low-Income Students<br>Foster Youth<br>Lowest Performing | Other |  | School Year 2025-2026 |

# 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

|   |
|---|
| <b>SCHOOL GOAL #1:</b>                              |
| Student Achievement and Implementation of Standards |

| Actions to be Taken to Reach This Goal<br>Consider all appropriate dimensions (e.g.,<br>Teaching and Learning, Staffing, and<br>Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) |  |  |                |
|---|-----------------------------------|-------------------------|--|--|----------------|
|   |                                   | Description             | Type   | Funding Source<br>(itemize for each<br>source) | Estimated Cost |
| Provide explicit language development for English learners based on language proficiency levels.  | August 2025 - June 2026           | ELD teacher             | 1000-1999:<br>Certificated<br>Personnel Salaries | Other  | 137,000        |
| Provide primary language support for English learners in core content classes outside of ELD  | August 2025 - June 2026           | BIA - Farsi/Dari        | 2000-2999:<br>Classified<br>Personnel Salaries   | Other  |                |

|                                      |
|--------------------------------------|
| <b>SCHOOL GOAL #2:</b>               |
| Student Engagement and Course Access |

| Actions to be Taken to Reach This Goal<br>Consider all appropriate dimensions (e.g.,<br>Teaching and Learning, Staffing, and<br>Professional Development) | Start Date<br><br>Completion Date | Proposed Expenditure(s) |      |  |                |
|---|-----------------------------------|-------------------------|------|--|----------------|
|   |                                   | Description             | Type | Funding Source<br>(itemize for each<br>source) | Estimated Cost |

|   |
|---|
| <b>SCHOOL GOAL #3:</b>                            |
| School Conditions, Climate, and Family Engagement |

| <b>Actions to be Taken to Reach This Goal</b><br><b>Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)</b> | <b>Start Date</b><br><br><b>Completion Date</b> | <b>Proposed Expenditure(s)</b> |             |  |                       |
|---|---|--------------------------------|-------------|--|-----------------------|
|   |   | <b>Description</b>             | <b>Type</b> | <b>Funding Source</b><br>(itemize for each source) | <b>Estimated Cost</b> |
|   |   |                                |             |  |                       |

# Budget Summary

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

## Budget Summary

| Description   | Amount      |
|---|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$          |
| Total Federal Funds Provided to the School from the LEA for CSI         | \$          |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA       | \$37,120.00 |

## 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 Site Allocation | \$37,120.00     |

Subtotal of state or local funds included for this school: \$37,120.00

Total of federal, state, and/or local funds for this school: \$37,120.00

# 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 | 37,120 | 0.00    |

## Expenditures by Funding Source

| Funding Source                    | Amount    |
|-----------------------------------|-----------|
| LCFF Supplemental Site Allocation | 37,120.00 |

## Expenditures by Budget Reference

| Budget Reference                           | Amount    |
|--|-----------|
| 1000-1999: Certificated Personnel Salaries | 32,000.00 |
| 3000-3999: Employee Benefits               | 1,707.00  |
| 4000-4999: Books And Supplies              | 3,413.00  |

## Expenditures by Budget Reference and Funding Source

| Budget Reference                           | Funding Source                    | Amount    |
|--|-----------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Site Allocation | 32,000.00 |
| 3000-3999: Employee Benefits               | LCFF Supplemental Site Allocation | 1,707.00  |
| 4000-4999: Books And Supplies              | LCFF Supplemental Site Allocation | 3,413.00  |

## Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1      | 37,120.00          |

# 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
- 4 Parent or Community Members
- 0 Secondary Students

| Name of Members   | Role                       |
|-------------------|----------------------------|
| Elizabeth Evenson | Parent or Community Member |
| Assitan Kome      | Parent or Community Member |
| Angelina Frields  | Other School Staff         |
| Courtney Beeson   | Parent or Community Member |
| Dina Winston      | Classroom Teacher          |
| Cheri Anderson    | Classroom Teacher          |
| Margaret Terzich  | Principal                  |
| Ebrahim Nazami    | Parent or Community Member |
| Mariia Riadchenko | 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 May 27, 2025.

Attested:



Principal, Margaret A. Terzich on May 27, 2025

SSC Chairperson, Courtney Beeson on May 27, 2025

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

# Budget By Expenditures

## Mission Avenue Open Elementary School

**Funding Source: LCFF Supplemental Site Allocation      \$37,120.00 Allocated**

| Proposed Expenditure   | Object Code                                | Amount      | Goal                 | Action |
|--|--|-------------|----------------------|--------|
| Provide two retired, part-time reading intervention teachers to support instructional intervention support.      | 1000-1999: Certificated Personnel Salaries | \$32,000.00 | School Connectedness |        |
| Provide students with supplemental workbooks and learning manipulatives for both reading and math interventions. | 4000-4999: Books And Supplies              | \$3,413.00  | School Connectedness |        |
|  | 3000-3999: Employee Benefits               | \$1,707.00  | School Connectedness |        |

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LCFF Supplemental Site Allocation Total Expenditures:      \$37,120.00

LCFF Supplemental Site Allocation Allocation Balance:      \$0.00

Mission Avenue Open Elementary School Total Expenditures:      \$37,120.00