



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 21, 2026	June 23, 2026

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).

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.

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 share feedback about their child's academic and social-emotional experience. 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 student 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. 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		
	23-24	24-25	25-26	23-24	24-25	25-26
African American	2.09%	2.65%	1.92%	9	11	8
Asian	18.84%	20.24%	23.80%	81	84	99
Filipino	0.70%	0.48%	0.24%	3	2	1
Hispanic/Latino	12.56%	11.08%	11.06%	54	46	46
White	57.67%	57.35%	56.49%	248	238	235
Multiple/No Response	8.14%	8.19%	6.49%	35	34	27
Total Enrollment				430	415	416

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten			24
Kindergarten	53		53
Grade 1	53		53
Grade 2	79		53
Grade3	53		53
Grade 4	58		82
Grade 5	85		54
Grade 6	49		44
Total Enrollment	430		416

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	108	126	129	21.0%	25.1%	31.0%
Fluent English Proficient (FEP)	40	45	53	6.4%	9.3%	12.7%
Reclassified Fluent English Proficient (RFEP)	19				14.39%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
415	48.4%	30.4%	0.0%
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.

2024-25 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	126	30.4%
Foster Youth	0	0.0%
Homeless	12	2.9%
Socioeconomically Disadvantaged	201	48.4%
Students with Disabilities	47	11.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	11	2.7%
American Indian	0	0.0%
Asian	84	20.2%
Filipino	2	0.5%
Hispanic	46	11.1%
Two or More Races	34	8.2%
Pacific Islander	0	0.0%
White	238	57.3%

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.”



2025 Fall Dashboard Overall Performance for All Students

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

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Yellow 18.1 points below standard Increased 7.6 points 245 Students	English Learners  Yellow 54.9 points below standard Increased 17.4 points 86 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Yellow 32.7 points below standard Increased 9.3 points 126 Students

Students with Disabilities  Yellow 44.9 points below standard Increased 22.2 points 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 43.2 points below standard Increased 34.4 points 43 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color 23.2 points below standard Increased 11.9 points 28 Students
Two or More Races  No Performance Color 28.4 points below standard Maintained 2.2 points 25 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	White  Green 4.7 points below standard Increased 5.5 points 141 Students

Lowest Performing Student Groups:

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

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

No student groups were in the "red" performance indicators which is positive progress from prior years. Additionally, most yellow-indicator groups showed gains this period with Students with Disabilities showing the strongest improvement (22.2 points increase). The following groups are performing significantly below standard with yellow indicators: English Learners (86 students) at 54.9 points below standard, Students with Disabilities (34 students) at 44.9 points below standard, Asian (43 student) at 43.2 points below standard, and Socioeconomically Disadvantaged (126 students) at 32.7 points below standard. English Language Learners and Students with Disabilities significantly lag behind the "All Students" (245 students) average of 16.1 points below standard.

Potential causes:

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

The data above reflects improvements in all areas when compared to the prior year. A collaborative effort was made within our school's Multi-Tiered Systems of Support model to improve how we serve our students. Teachers and support staff collaborated on student performance within the classroom (Tier 1), small intervention groups (Tier 2) and groups receiving targeted, intensive supports (Tier 3). Teachers provided reading instruction aligned to the Science of Reading research and progress monitored using a variety of formative and summative assessments. Instructional aides and a bilingual instructional aide received foundational, instructional training to support students in smaller groups or one-to-one settings. Students with Disabilities and English Language Learners continue to need small group and one-to-one, targeted support to close instructional gaps in learning and develop grade level skills.

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

Resources needed to continue to improve these outcomes for our lowest performing student groups include ongoing training for the IAs, BIAs and Special Education Level II IAs to ensure they can adequately support students with higher levels of needs. These same staff members can also provide classroom supervisory support for students who are on or above grade level, while a highly-qualified teacher provides Tier 1 interventions support for struggling learners. Student groups with the lowest performance levels should be prioritized, and progress monitoring data should determine which students move into or out of Tier 2 support. Students in these groups who do not make adequate progress within the Tier 1 model should be assigned to reading intervention staff members with ongoing progress monitoring at a Tier 2 level. The school would benefit from hiring an additional early literacy teacher to provide targeted, Tier 2 support for struggling learners. English Language Learners will also benefit from having access to EL Achieve curriculum, which was recently purchased and will continue to be available in the 2026-2027 school year. Ensuring ELD teachers have access to instructional coaches who can support the successful implementation of the new curriculum should be a priority. Students will need continued access to online learning platforms that support gaps as well as provide opportunities for practicing their English Language Arts skills. Teachers would also benefit from collaborative conversations about their students' writing abilities using standardized writing rubrics.

School and Student Performance Data

Academic Performance Mathematics

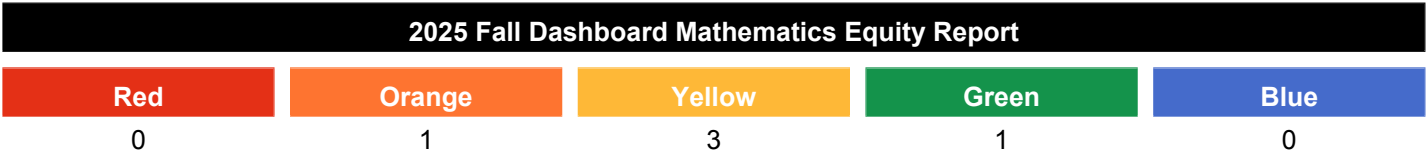
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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 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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Yellow 32.5 points below standard Increased 9.9 points 248 Students	English Learners  Yellow 62.1 points below standard Increased 22.1 points 89 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 8 Students	Socioeconomically Disadvantaged  Yellow 43.1 points below standard Increased 18.2 points 129 Students

Students with Disabilities  Orange 69.4 points below standard Declined 14 points 34 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	American Indian  No Performance Color 0 Students
Asian  Yellow 63.8 points below standard Increased 24.9 points 44 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  No Performance Color 57.6 points below standard Increased 4.6 points 28 Students
Two or More Races  No Performance Color 49.5 points below standard Declined 17.4 points 25 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	White  Green 12.4 points below standard Increased 14.5 points 143 Students

Lowest Performing Student Groups:

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

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

Based on the dashboard data, there were no student groups scoring in the "red" indicator; however, the student groups performing at the lowest levels (orange) are: Students with Disabilities (34 students) with 69.4 points below standard. This was a decrease when compared to the prior year by 14 points and the only student group to have declined instead of improved. The students groups who scored in the yellow indicator are:

English Learners (89 students) with 62.1 points below standard. This was an increase of 22.1 points from the prior year.

Asian (44 students) with 63.8 points below standard. This was an increase of 24.9 points from the prior year.

Socioeconomically Disadvantaged (129 students) with 43.1 points below standard. This was an increase of 18.2 points from the prior year.

All Students (Overall) with 32.5 points below standard. This was an increase of 9.9 points from the prior year.

Potential causes:

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

The data reflects improvements in almost all areas when compared to the prior year. A collaborative effort was made within our school's Multi-Tiered Systems of Support model to improve how we serve our students. Teachers and support staff collaborated on student performance within the classroom (Tier 1), small intervention groups (Tier 2) and groups receiving targeted, intensive supports (Tier 3). Instructional aides and a bilingual instructional aide received foundational, instructional training to support students in smaller groups or one-to-one settings. One observable change from the year prior was the reduction of centralized funding sources which required a reduction in staff for math intervention support at the Tier 2 level. Students received a reduction in access to small group, one-to-one math

support with progress monitoring. As a result, several staff members relied on the additional support of online platforms such as Reflex math to build math fact fluency.

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

To address the significant performance gaps for Students with Disabilities in mathematics, our school will need all teachers and instructional support staff to be effectively trained in evidence-based math curriculum such as our newly adopted ThinkMath! (TK - 5) and Desmos (6th grade). Professional development for teachers and support staff on explicit, systematic instructional methods and the Concrete-Representational-Abstract approach will benefit the lowest performing students most. Students with Disabilities will need access to concrete manipulatives and visual supports; assistive technology tools such as Happy Numbers, Reflex Math and Frax (fractions fluency). These online resources will help to build their number sense, fact fluency, and understanding of geometry, measurement and data. Students will benefit from consistent spiral review of previously learned concepts to strengthen retention. Additionally, instructional staff should incorporate visual, auditory, and kinesthetic elements in lessons to provide greater access for diverse learners. Master Schedule flexibility will be essential to enable small-group instruction, progress monitoring, and regular collaboration between general and special educators to ensure coordinated, data-driven interventions are available at the Tier 1, 2 and 3 levels. Families will need access to differentiated practice pages they can do at home for continued support.

School and Student Performance Data

Academic Performance Science

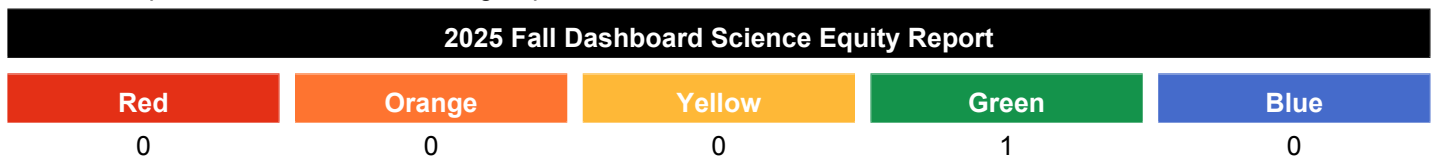
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students  Green 55.4 science points Increased 2.6 points 55 Students	English Learners  No Performance Color 33.7 science points Declined 6.4 points 19 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	Socioeconomically Disadvantaged  Green 46.6 science points Increased 3.3 points 32 Students

Students with Disabilities  No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	African American  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	American Indian  No Performance Color 0 Students
Asian  No Performance Color Fewer than 11 students - No Data for Privacy 9 Students	Filipino  No Performance Color 0 Students	Hispanic  No Performance Color 54.4 science points Maintained 0.3 points 11 Students
Two or More Races  No Performance Color Fewer than 11 students - No Data for Privacy 5 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 0 Students	White  No Performance Color 56.9 science points Maintained -0.7 points 29 Students

Lowest Performing Student Groups:

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

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

No student groups have critical performance concerns because the overall science performance is strong with only one green indicator. However, when looking at the data through an equity lens, English Learners (19 students) scored 33.7 points below standard, which is a decline of 6.4 points from the prior year. Socioeconomically Disadvantaged (32 students) scored below standard by 46.6 points, which was an increase of 3.3 points and Hispanic (11 students) scored 54.4 points below standard which was similar to the prior year by 0.3 points.

Potential causes:

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

When these challenges overlap as they often do for English Learners from low-income backgrounds, the barriers compound significantly. These students need both language support AND equitable access to resources and experiences to succeed in science. Field trip experiences are made available to all students regardless of their income status; however, many families are choosing not to allow their children to attend overnights. These experiences are hands-on, project-based and rich with inquiry, but students who choose not to attend have limited exposure to these lessons. Current science instruction that is pre-dominantly offered during field trip experiences may not be meeting the needs of English Language Learners who do not attend.

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

To improve outcomes for English Learners and Socioeconomically Disadvantaged students in science, teachers and support staff need to include the following elements in their classroom instruction: offer visual supports, front-load

vocabulary, offer project based learning opportunities that pair struggling students with fluent English speakers, and offer hands-on, inquiry-based science activities with real-world connections. English Learners benefit most from sentence frames to support the language of science. Teachers would benefit from dedicated planning time with English Language Development teachers to include instructional coherence when possible, develop culturally responsive teaching strategies, and collaborate on progress monitoring efforts to identify skill gaps.

School and Student Performance Data

Academic Performance English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Blue	 No Performance Color
70.5 making progress.	making progress.
Number Students: 88 Students	Number Students: 1 Student

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.

2025 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4.5%	25%	0%	70.5%

Lowest Performing Group:

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

The greatest area of growth was in the percentage of students who progressed at least one ELPI level, with 70.5% (62 of 88 students) demonstrating growth in English language acquisition. This indicates that the majority of English Learners made measurable progress toward English proficiency during the 2025 school year. Additionally, only 4.5% of students decreased one ELPI level, which reflects relatively strong overall support for maintaining or increasing language proficiency.

An area for improvement is the 25% of students who maintained ELPI levels 1, 2L, 2H, 3L, or 3H without progressing. These students did not demonstrate enough language growth to move to the next proficiency level and will require targeted interventions and additional language development opportunities. Another area of concern is that 0% of students maintained ELPI Level 4, indicating a need to strengthen supports for advanced English Learners as they work toward reclassification readiness and sustained proficiency.

Potential causes:

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

Last year, staff maintained a strong focus on language development and academic achievement for English Learners through targeted instructional strategies, designated and integrated ELD instruction, and consistent progress

monitoring. Teachers regularly analyzed student data and collaborated to identify instructional supports for students needing intervention. The positive growth results suggest that staff believed English Learners could make meaningful progress when provided with intentional language supports and access to rigorous instruction.

At the same time, the students who maintained lower ELPI levels may reflect inconsistencies in intervention implementation, limited opportunities for individualized language practice, gaps in attendance, or challenges meeting the diverse academic and language needs of newcomers and long-term English Learners. There may also have been a need for more targeted small-group instruction and additional teacher support around scaffolding strategies for students performing at lower proficiency levels.

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

To improve outcomes for the lowest performing student groups, additional intervention time is needed with a focus specifically on language acquisition and academic vocabulary development. Teachers would benefit from greater support through professional learning on effective designated and integrated ELD strategies, scaffolding techniques, and differentiation for multilingual learners. Teachers would also benefit from increased collaboration time to analyze EL data, plan interventions, and monitor student growth. Finally, provide students and classrooms with supplemental ELD materials that align to student proficiency levels.

School and Student Performance Data

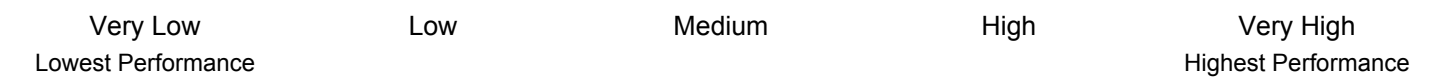
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2025 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:

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

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

School and Student Performance Data

Academic Engagement Chronic Absenteeism

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Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red

Orange

Yellow

Green

Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students



Orange

11.5% Chronically Absent

Maintained 0.4

436 Students

English Learners



Orange

11.6% Chronically Absent

Increased 2.8

146 Students

Long-Term English Learners



No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

Foster Youth



No Performance Color

0 Students

Homeless



No Performance Color

23.1% Chronically Absent

Declined 7.7

13 Students

Socioeconomically Disadvantaged



Orange

13.6% Chronically Absent

Increased 1.6

235 Students

Students with Disabilities  Yellow 13.6% Chronically Absent Declined 2.8 59 Students	African American  No Performance Color 18.2% Chronically Absent 0 11 Students	American Indian  No Performance Color 0 Students
Asian  Orange 12.2% Chronically Absent Increased 5.6 98 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Red 21.3% Chronically Absent Increased 7 47 Students
Two or More Races  Yellow 11.1% Chronically Absent Declined 2.8 36 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Green 8.7% Chronically Absent Declined 2.7 241 Students

Lowest Performing Student Groups:

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

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

Although attendance for All Students with chronic absenteeism maintained at 11.5%, chronic absenteeism for the following student groups requires moderate to urgent interventions to improve outcomes:

Hispanic students increased by 7 percentage points to 21.3%, the largest increase across all groups and noted in with a red indicator.

English Learners increased 2.8 percentage points to 11.6%

Socioeconomically Disadvantaged increased 1.6 percentage points to 13.6%, indicating economic barriers to attendance are becoming more pronounced in this large population (235 students).

Asian students demonstrated an increase of 5.6 percentage points to 12.2%, signaling emerging attendance challenges in this previously stable group.

Potential causes:

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

Staff have focused on attendance policies without fully exploring the underlying barriers families face. There may have been assumptions that families simply weren't prioritizing school, when in reality many families face challenges like transportation difficulties, food insecurity, childcare needs, and language barriers that may make consistent attendance more difficult. Standardized solutions were applied that may not successfully address what's actually getting in the way. In the prior school year, our site was provided a centrally-funded social worker who led a pilot Attendance Academy as a proactive measure. Results were mostly positive.

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

Ensure that attendance information is sent in families' home languages through text, phone, email, and in-person with simplified vocabulary that explains why attendance matters and how families can help. Ask families directly about barriers to attendance (transportation, childcare, work schedules, health issues, housing instability), then work together to offer flexible solutions and connect them to community resources. Celebrate attendance improvements, offer meaningful attendance incentives, and health and wellness support to address underlying barriers to attendance. Prioritize Hispanic and English Learner families with bilingual aides to ensure culturally responsive outreach and investigate emerging attendance issues in Asian student populations.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2025 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.”

Red
Lowest Performance

Orange

Yellow

Green

Blue
Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report

Red

Orange

Yellow

Green

Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2025 Fall Dashboard Graduation Rate for All Students/Student Group

All Students

English Learners

Long-Term English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

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.

Potential causes:

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

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

School and Student Performance Data

Conditions & Climate Suspension Rate

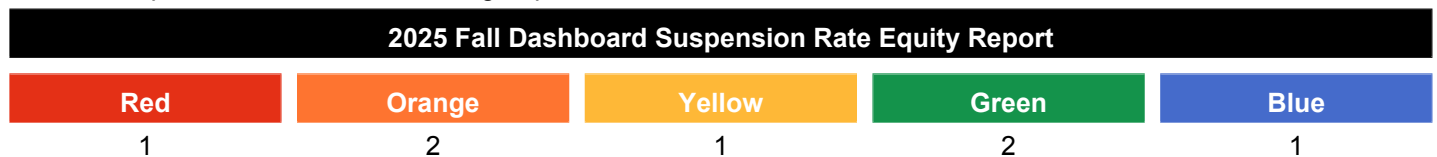
The 2025 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 2.2% suspended at least one day Declined 0.7% 445 Students	English Learners  Red 3.3% suspended at least one day Increased 2.6% 150 Students	Long-Term English Learners  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students
Foster Youth  No Performance Color 0 Students	Homeless  No Performance Color 0% suspended at least one day Declined 6.3% 13 Students	Socioeconomically Disadvantaged  Orange 3.3% suspended at least one day Increased 0.8% 242 Students

Students with Disabilities  Yellow 3.4% suspended at least one day Declined 1.9% 59 Students	African American  No Performance Color 8.3% suspended at least one day Increased 0.6% 12 Students	American Indian  No Performance Color 0 Students
Asian  Orange 5% suspended at least one day Increased 3.9% 100 Students	Filipino  No Performance Color Fewer than 11 students - No Data for Privacy 2 Students	Hispanic  Green 2.1% suspended at least one day Declined 6.3% 48 Students
Two or More Races  Green 2.7% suspended at least one day Declined 2.9% 37 Students	Pacific Islander  No Performance Color Fewer than 11 students - No Data for Privacy 1 Student	White  Blue 0.8% suspended at least one day Declined 1.1% 245 Students

Lowest Performing Student Groups:

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

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

While the school's overall suspension rate is low at 2.2% (green indicator), significant disparities exist across student groups. English Learners face the greatest concern with a red indicator showing 3.3% suspension rate. Asian students shows an orange indicator at 5% suspension rate with a 3.9% increase. Socioeconomically Disadvantaged students (orange) and Students with Disabilities (yellow) both have 3.3-3.4% suspension rates.

Potential causes:

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

English Learners may be suspended more frequently due to miscommunication and misunderstanding of behavior. Language barriers can make it difficult for students to understand expectations or explain their actions, leading educators to interpret behavior as defiance rather than confusion. Students with Disabilities may lack adequate behavioral supports and accommodations; their disability-related behaviors may be treated as disciplinary issues rather than addressed through IEPs and positive behavior strategies. Socioeconomically Disadvantaged students may face implicit bias in discipline decisions. Systemic factors such as zero-tolerance policies, inadequate trauma-informed practices, and lack of culturally responsive discipline disproportionately harm these vulnerable populations.

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

Expand upon training of restorative practices to reduce or eliminate punitive suspensions and increase efforts on community-building and conflict resolution. Strengthen behavioral supports for English Learners through explicit instruction with support from bilingual aides. Enhance disability services by ensuring appropriate accommodations and

behavior intervention plans are used rather than suspension. Establish early intervention programs that provide mentoring and social-emotional support before behavior escalates. Engage families as partners in discipline conversations, particularly for English Learners and diverse families.

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: 2025-26

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 (2024-2025) CAASPP ELA/Math, mClass, 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 ethnically diverse backgrounds.

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

iReady Data from 2nd trimester (ELA):

60% of Kindergarten students are at/above or early on grade level.
28% of 1st grade students are at/above or early on grade level.
40% of 2nd grade students are at/above or early on grade level.
49% of 3rd grade students are at/above or early on grade level.
36% of 4th grade students are at/above or early on grade level.
38% of 5th grade students are at/above or early on grade level.
39% of 6th grade students are at/above or early on grade level.
11% of EL students are at/above or early on grade level.
30% of low SES students are at/above or early on grade level.
30% of students with disabilities are at/above or early on grade level.

iReady Data from 2nd trimester (math):

0% of Kindergarten students are at/above or early on grade level.
26% of 1st grade students are at/above or early on grade level.
27% of 2nd grade students are at/above or early on grade level.
26% of 3rd grade students are at/above or early on grade level.
34% of 4th grade students are at/above or early on grade level.
23% of 5th grade students are at/above or early on grade level.
46% of 6th grade students are at/above or early on grade level.
13% of EL students are at/above or early on grade level.
22% of low SES students are at/above or early on grade level.
18% of students with disabilities are at/above or early on grade level.

CAASPP Data from 2024-2025

35% of students met or exceeded standards in ELA
34% 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 2024-2025

20% of EL students are level 4
36% of EL students are level 3

18% of EL students are level 2
25% 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 pulled small groups in class for additional instruction. ELA students were pulled into small classroom groups or assigned to a reading intervention teacher to target specific areas of need. Teachers noted that decreased funding support from the prior year required reductions in staffing. The math intervention teacher position we had in prior years. was eliminated and teachers provided interventions in their classrooms. Teachers also 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 and the intervention teacher is assigned at 12:30 pm when many students are at lunch recess. 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. This school year began without stable staffing of both ELD positions. Rotations of long-term substitutes were provided until two short-term, staff permitted employees were hired in October.

2025-26

Identified Need

Based on data over the past four years, Mission Ave Open has essentially fluctuated slightly with 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. ELD 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. ELD teachers have been provided with new, researched-based curriculum called EL Achieve and have begun professional training on the materials.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	18.1 points below standard	+3 scale score points
	English Learners	54.9 points below standard	

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
	Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander White	 32.7 points below standard 44.9 points below standard 43.2 points below standard 23.2 points below standard 28.4 points below standard 4.7 points below standard	
Math State Assessment: Change in scale score	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino	32.5 points below standard 62.1 points below standard 43.1 points below standard 69.4 points below standard 63.8 points below standard	+3 scale score points

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Hispanic Two or More Races Pacific Islander White 57.6 points below standard 49.5 points below standard 12.4 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	70.5	+2%
English Learner Reclassification: 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 one part-time, early reading intervention teacher to support instructional intervention support.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation	30,000 1,000	School Year 2026-2027

			3000-3999: Employee Benefits		
1.2	Provide TK, K and intervention teachers to support early reading intervention services in the afternoons.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Other		School Year 2026-2027
1.3	ELD teacher and BIA will collaborate with general education teachers for newcomer support and intervention grouping strategies.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Other		School Year 2026-2027
1.4	Classroom teachers will incorporate evidence-based integrated ELD instructional strategies.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Other		School Year 2026-2027
1.5	Classroom, ELD and SPED teachers will collaborate in professional development using writing	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Other		School Year 2026-2027

	rubrics for each grade level.				
1.6	Provide students with supplemental workbooks and learning manipulatives for both reading and math interventions.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	520	School Year 2026-2027
1.7	Classroom, ELD and SPED teachers will collaborate in professional development using visual representations for mathematic concepts including numeracy and equations.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Other		School Year 2026-2027
1.8	Classroom teachers will provide students with access to online math support to build math fact fluency in addition, subtraction, multiplication,	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	5,600	School Year 2026-2027

division and
fractions.

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: 2025-26

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 maintained 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 7% with a total of 17 students, African-American at 25% with a total of 2 students, Hispanic at 22% with a total of 11 students, Two or More Races at 7% with a total of 2 students, and Asian-Other Asian at 7% with a total of 7 students.

The groups that demonstrated an improvement in attendance when compared to the prior year were those identified as Two or More Races, African American, 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 95.31% throughout the year. During the year, chronic absences averaged between 10-12% 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.

2025-26

Identified Need

Transitional Kindergarten, Kindergarten and first 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 three 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 2025-26		Expected Outcome 2026-27
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	11.5% Chronically Absent	-0.5%
	English Learners	11.6% Chronically Absent	
	Foster Youth		
	Homeless	23.1% Chronically Absent	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Socioeconomically Disadvantaged 13.6% Chronically Absent Students with Disabilities 13.6% Chronically Absent African American 18.2% Chronically Absent American Indian Asian 12.2% Chronically Absent Filipino Hispanic 21.3% Chronically Absent Two or More Races 11.1% Chronically Absent Pacific Islander White 8.7% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	94.8%	+1.15%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A	N/A
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged	N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races 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 English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027
2.2	Provide home to school connections with a counselor or social worker to educate families about the negative effects	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027

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: 2025-26

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. 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 66 students in grades 4-6 took the district survey. 81.3% of students know the school safety protocols, 75% of students know what staff member to go to if they have a safety concern, 71.4% of students indicated concerns about student safety are taken seriously, 70.3% of students indicated concerns about students safety are addressed in a timely manner at school, 61.3% indicated they feel safe sharing different viewpoints and perspectives at their school, and 72.1% of students indicated their school is a safe place for all students.

Approximately 94 parents took the district survey. 84.6% of parents know the school safety protocols, 85.6% of parents know what staff member to go to if they have a safety concern, 90.2% of parents indicated concerns about student safety are taken seriously, 80.4% of parents indicated concerns about students safety are addressed in a timely manner at school, 81.5% indicated they feel safe sharing different viewpoints and perspectives at their school, and 90.2% of parents indicated their school is a safe place for all students.

Approximately 13 staff members took the district survey. 84.6% of staff know the school safety protocols, 85.6% of staff know what staff member to go to if they have a safety concern, 69.2% of staff indicated concerns about student safety are taken seriously, 61.5% of staff indicated concerns about students safety are addressed in a timely manner at school, 53.8% indicated they feel safe sharing different viewpoints and perspectives at their school, and 84.6% of staff indicated their school is a safe place for all students.

Sense of Belonging

Approximately 66 students in grades 4-6 took the district survey. 75% of students indicated school staff respects student diversity, 74.6% indicated adults at their school treat students respectfully, 45.3% indicated students are respectful to each other at school, 71.4% indicated students have opportunities to socialize with other students often at school, 82.8% indicated they have an adult on campus they can trust, 90.5% indicated they trust other students at school, 63.5% indicated curriculum reflects racial, ethnic, cultural, and identity perspectives, and 61.9% indicated the school staff reflects student diversity.

Approximately 94 parents took the district survey. 89% of parents indicated school staff respects student diversity, 91.3% indicated adults at their school treat students respectfully, 81.5% indicated students are respectful to each other at school, 95.7% indicated students have opportunities to socialize with other students often at school, 87% indicated they have an adult on campus they can trust, 89.1% indicated they trust other students at school, 76.7% indicated curriculum reflects racial, ethnic, cultural, and identity perspectives, and 66.3% indicated the school staff reflects student diversity.

Approximately 13 staff members took the district survey. 69.2% of staff indicated school staff respects student diversity, 84.6% indicated adults at their school treat students respectfully, 76.9% indicated students are respectful to each other at school, 92.3% indicated students have opportunities to socialize with other students often at school, 92.3% indicated they have an adult on campus they can trust, 92.3% indicated they trust other students at school, 76.9% indicated curriculum reflects racial, ethnic, cultural, and identity perspectives, and 23.1% indicated the school staff reflects student diversity.

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

This year's survey results show significantly lower participation rates, which affects the reliability of our findings. Student responses dropped from last year, and only 25% of staff completed the survey. That said, the data collected tells our school something important: students and parents generally feel safe and supported at school. There are noticeable gaps worth paying attention to such as student-to-student respect, how well our curriculum represents different perspectives, and whether our staff reflects student diversity. Staff members input were noticeably more concerning. Responses suggest staff are experiencing school climate differently.

Input on safety and their sense of belonging reflect the need to look deeper into the culture, climate and connectedness among staff members. The big takeaway is that we need to be more intentional about reminding stakeholders to participate and carving out actual classroom and meeting time for survey.

Areas where data appears to demonstrate growth is the increased participation of our parents in the survey. Parents may be more satisfied with all areas of our school as reflected in their responses. It is reasonable to conclude that parents appreciated having voice and input on aspect of the school culture, climate, and sense of belonging.

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

Additional surveys that address specific topics of interest for our parent community were administered and the results were shared transparently with the school community. Staff and parents were informed of the low participation rates for staff and students and input was gathered from the stakeholders on how to improve the process in the following school year.

2025-26

Identified Need

The site will need to build awareness early by announcing survey dates 2-3 weeks ahead through multiple channels, emphasize why feedback matters to stakeholders, and protect dedicated class and meeting time for completion. Bilingual instructional aides will assist students and parents with completing the survey if language is a barrier, and office staff will send reminders, troubleshoot issues, and track progress. The school will seek support from the PTA and School Site Council to promote participation in the survey completion. Teachers will send out Talking Points reminders to families, since feedback has shown parents are more responsive to their child's teacher messages. After surveys close, results will be shared as soon as they are released by our district to demonstrate how feedback shapes site decisions. The site will make surveys easy and expected, and not optional for staff. Staff will benefit from ongoing feedback loops to gather input on their sense of belonging and safety. Professional development opportunities may be provided to support connectedness and successful collaboration efforts that build trust among staff members. The staff will establish decision-making protocols that are reliable and accountable in an effort to improve expectations, communication and predictability.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
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	2.2% suspended at least one day	-0.3%
	English Learners	3.3% suspended at least one day	
	Foster Youth		
	Homeless	0% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Socioeconomically Disadvantaged 3.3% suspended at least one day Students with Disabilities 3.4% suspended at least one day African American 8.3% suspended at least one day American Indian Asian 5% suspended at least one day Filipino Hispanic 2.1% suspended at least one day Two or More Races 2.7% suspended at least one day Pacific Islander White 0.8% suspended at least one day	
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).	School Site Council Parent Engagement in Leadership - School Site Council Members - 15% SWD, 35% EL, 15% LI, 0% FY ELAC Members - 100% EL, 30% SWD, 90% LI, 0% FY Parent Teacher Association - 10% EL, 25% SWD, 10% LI, 0% FY	+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 African American.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027
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 X English Learners X Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027
3.3	Develop a group of Parent Ambassadors from each language group to partner with the school to provide information about	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Other		School Year 2026-2027

	the school, build connections, and increase parent engagement at school and home.				
3.4	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 X English Learners X Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027
3.5	Provide a variety of opportunities for students to share differing viewpoints and perspectives within the classroom and during recess.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		School Year 2026-2027

Centralized Services for Planned Improvements in Student Performance

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

Centralized Services

SCHOOL GOAL #1:					
Student Achievement and Implementation of Standards					
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development for English learners based on language proficiency levels.	August 2026 - June 2027	ELD teacher	1000-1999: Certificated Personnel Salaries	Other	137,000
Provide explicit language development for English learners based on language proficiency levels.	August 2026 - June 2027	ELD teacher	1000-1999: Certificated Personnel Salaries	Other	137,000
Provide primary language support for English learners in core content classes outside of ELD	August 2026 - June 2027	BIA - Farsi/Dari	2000-2999: Classified Personnel Salaries	Other	
SCHOOL GOAL #2:					
Student Engagement and Course Access					
Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
SCHOOL GOAL #3:					
School Conditions, Climate, and Family Engagement					

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

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	30,000.00
3000-3999: Employee Benefits	1,000.00
4000-4999: Books And Supplies	520.00
5000-5999: Services And Other Operating Expenditures	5,600.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	30,000.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	1,000.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	520.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	5,600.00

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
Niki Martasian	Parent or Community Member
Assitan Kome	Parent or Community Member
Angelina Frields	Other School Staff
Courtney Beeson	Parent or Community Member
Melinda Livermore	Classroom Teacher
Ilana Lang	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
ON FILE	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 .

Attested:

ON FILE	Principal, Margaret A. Terzich on May 21, 2026
ON FILE	SSC Chairperson, Courtney Beeson on May 21, 2026

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.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

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

Purpose

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

Description

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

Educational Partner Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

It can be helpful to use a framework for writing goals such 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.

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/guidanceusesinvestment.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/guidanceusesinvestment.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 one part-time, early reading intervention teacher to support instructional intervention support.	1000-1999: Certificated Personnel Salaries	\$30,000.00	School Connectedness	
Provide students with supplemental workbooks and learning manipulatives for both reading and math interventions.	4000-4999: Books And Supplies	\$520.00	School Connectedness	
Classroom teachers will provide students with access to online math support to build math fact fluency in addition, subtraction, multiplication, division and fractions.	5000-5999: Services And Other Operating Expenditures	\$5,600.00	School Connectedness	
	3000-3999: Employee Benefits	\$1,000.00	School Connectedness	
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		