



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 | Oct. 30, 2020 | November 17, 2020 |

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 this plan is to describe the use of federal and state resources toward promoting equitable outcomes for all students. The plan was developed in consultation with stakeholders and provides transparency around resources, priorities and planned activities.

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

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

- Goal 1: Connected School Communities
- Goal 2: Healthy Environments for Socio-Emotional Growth
- Goal 3: Engaging Academic Programs
- Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Comprehensive Needs Assessment Components

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

Data Analysis

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

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

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on-site learning, the 2020-21 Comprehensive Needs Assessment is focused on the following:

1. Attendance as based on students being marked present or absent by the recording teacher in synchronous and/or asynchronous activities daily.
2. Engagement in synchronous learning as measured by participation in Zoom classroom meetings
3. Engagement in asynchronous learning as measured by assignment completion.
4. Learning loss to be determined through local assessments, teacher observation and student outcomes.

Current data shows:

Attendance rate - 97.6%

Synchronous learning weekly percentage rate - 85%

Asynchronous engagement - weekly assignment completion rate - 74.7%

Learning loss - to be determined based on beginning of year and mid-year assessments

Target groups: English Language Learners, low income students, and foster youth/homeless students

Analysis prior to Distance Learning:

Overall, student performance in ELA, based on state and local assessments, demonstrated steady progress over the past five years; however, the Spring 2019 SBAC score decreased by 6.6 points to 1.6 points above standard. This change in status moved the color indicator from green to yellow on the CA School Dashboard. Further analysis into the student subgroups showed English Language Learners maintained performance levels between Spring 2018 SBAC and Spring 2019 SBAC, scoring 59.2 points below the standard. Those identified as English Language Learners scored 81.2 points below standard, which was an increase of 17.9 points from the prior testing year, as opposed to the English Only group who scored 8.3 points above standard. The subgroups that also declined between Spring 2018 SBAC and Spring 2019 SBAC were the Students with Disabilities (58.6 points below standard, 4.1 point decline), Two or More Races (12.6 points below standard, 14.4 point decline), and Hispanic (14.5 below standard, 16.5 point decline). Although our Socioeconomically Disadvantaged students increased their score between Spring 2018 SBAC to Spring 2019 SBAC by 7.9 points, this student population remains 33.6 points below standard. The students identified as white maintained their performance at 11.1 points above standard. The achievement gap remains a concern when comparing students identified as white versus Students with Disabilities (69.7 point gap), English Language Learners (70.3 point gap), Two or More Races (23.7 point gap) and Socioeconomically Disadvantaged students (44.7 point gap). ELPAC scores for the 2019 - 2020 school year indicated 65.6% of English Language Learners made progress towards English language proficiency with a performance level indicator of "very high."

Overall, student performance in math, based on state and local assessments, declined by 5.8 points between the Spring 2017 SBAC to Spring 2018 SBAC; however, Spring 2019 SBAC results reflected a 7.4 point increase from the prior year, scoring 20 points below the standard. This change in status moved the color indicator from yellow to green on the CA School Dashboard. Further analysis into student groups demonstrated the English Language Learners increased their performance levels between Spring 2018 SBAC and Spring 2019 SBAC by 20.6 points, yet remain 73.7 points below

standard. Within this population of students, the currently identified English Language Learners scored 98.8 points below standard, which maintained from the prior testing year, as opposed to the English Only group who scored 14 points below standard. Additional student subgroups that showed improvement were Socioeconomically Disadvantaged (17.8 points), Hispanic (7.2 points), and Students with Disabilities (5.8 points). One subgroup, Two or More Races, declined by 8.7 points. The achievement gap remains a concern when comparing students identified as white versus Students with Disabilities (67.2 point gap). English Language Learners (63.1 point gap), Two or More Races (29.4 point gap), Hispanic (29.7 point gap), and Socioeconomically Disadvantaged (49.9 point gap).

Based on Winter 2019 District Survey results:

In areas of High Expectations/Caring Relationships, it was found that 91% of parents, 92.2% of students and 100% of staff felt students were challenged at school with high standards of academic performance, the school's climate is positive, students have teachers who listens when they have something to say, and teachers promote academic success for all students.

In areas of Meaningful Participation, it was found that 91% of parents, 83.8% of students, and 100% of teachers felt students are motivated and engaged in what they are learning, are prepared for their next step of the educational experience, and the school offers quality classes/activities that meet students' interests and talents.

In areas of Safety, it was found that 90.8% of parents, 95.1% of students, and 87.5% of staff feel the school is a safe place for all adults, concerns about student safety are addressed in an appropriate and timely manner, and is a safe place for each student before and after school.

In areas of School Culture, it was found that 90.9% of parents, 84.5% of students, and 100% of staff feel the school listens to the student on important decisions, and that the school staff respects culture, ethnic and gender differences.

In the area of Growth Mindset, 83% of students felt they can do well in a subject even if they are not naturally good at it, are capable of learning anything, can change their intelligence with hard work, and can increase their intelligence by challenging themselves.

In the area of Learning Strategies, 84% of students felt they think about the best way to do a challenging project before they start on it, can figure out how to learn things, will try to learn something new in a different way if they get stuck, and can figure out a way to get their schoolwork done well.

In the area of Translation, 71.2% of parents felt teachers provide information about a child's performance to parents who speak a language other than English, and translated materials (or a translator) for their language are available when parents come to school; although 55.9% of parents that speak a language other than English felt they receive general information about the school in their language, this is a significant improvement (16.8% increase) from the prior year.

Analysis at the start of the 2020-2021 school year:

Using iReady diagnostic assessments for reading in Fall 2020, 48% of students scored in the "Early to Above" grade level with strengths overall in phonological awareness and high frequency words; however, 31% of students scored one grade level below and another 21% scored two or more grades below. Domains demonstrating the greatest area of concern is in reading comprehension for both informational text and literature.

Using iReady diagnostic assessments for math in Fall 2020, 31% of students scored in the "Early to Above" grade level with strengths overall in algebra and algebraic thinking; however, 51% of students scored one grade level below and another 19% of students scored two or more grades below grade level. Domains demonstrating the greatest area of concern is in geometry and number and operations.

During distance learning, a school survey was developed and administered by the School Site Council. The results indicated 73.2 % of parents and 62% of students said they are encouraged by someone at school to continue learning even when it gets difficult. 58% of parents reported the school sets high standards for academic performance for all students as opposed to 90% of the staff. 56% of parents felt the school provides enough resources to help our students do their best, and 64 % of parents reported they are invited to meetings where the school's academic performance, school programs and funding are discussed. 59.5% of parents reported that their child would benefit from tutoring and 54.9% of parents said their child would benefit from increased direct instruction while in distance learning. Students reported they would benefit from one-to-one instruction, tutoring, and clear directions for assignments.

In the area of social emotional needs, 27.4% of students reported bullying is an increasing issue at Mission during distance learning due to lack of parent oversight and digital platforms like social media. 78% of students reported there is an adult

at Mission who listens to them when they have something to say, and 82% of students report that people are respectful to others at their school. 77.8% of parents and 83.3% of students believe the adults at this school treat the students fairly. The results indicated 75.9% of parents and 59.5% of students felt that their school was positive, nurturing and caring.

In the area of Running Records for students in grades 1 & 2, when compared to the same time in the prior year, the percentile of students meeting or exceeding expectations has declined from 52.27% (2019) to 26.98% (2020). Of the 65 total students who did not meet expectations for reading, 24 of the students are identified as low income and 21 are English Language Learners.

Student Group Report for 2019

| Student Group | Chronic Absenteeism | Suspension Rate | Graduation Rate | College/Career | English Language Arts | Mathematics |
|-------------------------------------|---------------------|-----------------|-----------------|----------------|-----------------------|-------------|
| All Students | Yellow | Blue | None | None | Yellow | Green |
| English Learners | Orange | Blue | None | None | None | None |
| Foster Youth | None | None | None | None | None | None |
| Homeless | None | None | None | None | None | None |
| Socioeconomically Disadvantaged | Orange | Yellow | None | None | Yellow | Yellow |
| Students with Disabilities | Green | Blue | None | None | None | None |
| African American | None | None | None | None | None | None |
| American Indian or Alaska Native | None | None | None | None | None | None |
| Asian | None | None | None | None | None | None |
| Filipino | None | None | None | None | None | None |
| Hispanic | Orange | Blue | None | None | Orange | Yellow |
| Native Hawaiian or Pacific Islander | None | None | None | None | None | None |
| White | Yellow | Blue | None | None | Green | Green |
| Two or More Races | None | None | None | None | None | None |

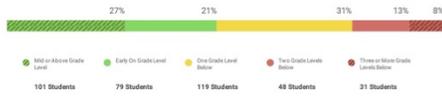
Diagnostic Results



School: MISSION AVENUE
 Subject: Reading
 Academic Year: 2020 - 2021
 Diagnostic Window: 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 378/435



| Grade | Overall Grade-Level Placement | Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Students Assessed/Total |
|---------|-------------------------------|--------------------------|----------------------|-----------------------|------------------------|----------------------------------|-------------------------|
| Grade K | – | – | – | – | – | – | 0/49 |
| Grade 1 | ██████████ | 34% | 26% | 38% | 2% | 0% | 50/50 |
| Grade 2 | ██████████ | 31% | 17% | 39% | 13% | 0% | 77/77 |
| Grade 3 | ██████████ | 42% | 32% | 11% | 11% | 4% | 53/53 |
| Grade 4 | ██████████ | 33% | 16% | 31% | 10% | 10% | 49/53 |
| Grade 5 | ██████████ | 16% | 18% | 37% | 18% | 11% | 83/86 |
| Grade 6 | ██████████ | 14% | 20% | 27% | 17% | 23% | 66/67 |

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Diagnostic Results



School: MISSION AVENUE
 Subject: Math
 Academic Year: 2020 - 2021
 Diagnostic Window: 1
 Prior Diagnostic: None

Overall Placement

Students Assessed/Total: 384/435



| Grade | Overall Grade-Level Placement | Mid or Above Grade Level | Early On Grade Level | One Grade Level Below | Two Grade Levels Below | Three or More Grade Levels Below | Students Assessed/Total |
|---------|-------------------------------|--------------------------|----------------------|-----------------------|------------------------|----------------------------------|-------------------------|
| Grade K | ██████████ | 50% | 0% | 50% | 0% | 0% | 2/49 |
| Grade 1 | ██████████ | 31% | 24% | 43% | 2% | 0% | 49/50 |
| Grade 2 | ██████████ | 18% | 13% | 58% | 10% | 0% | 77/77 |
| Grade 3 | ██████████ | 6% | 15% | 53% | 25% | 2% | 53/53 |
| Grade 4 | ██████████ | 6% | 18% | 57% | 8% | 12% | 51/53 |
| Grade 5 | ██████████ | 8% | 19% | 52% | 8% | 13% | 85/86 |
| Grade 6 | ██████████ | 15% | 16% | 40% | 12% | 16% | 67/67 |

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Root Cause Analysis

What did your root causes analysis reveal?

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

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Distance learning has resulted in disengagement as evidenced by...

Attendance: Students are not attending due to technology challenges and/or limited parent support at home during distance learning.

Lack of engagement in synchronous learning is attributed to technology challenges, limited parent support at home, or students disinterested in the distance learning platform.

Lack of assignment completion stems from technology challenges, limited parent support at home, or students needing more direct instruction to support their learning.

Learning loss is anticipated to be greater among groups of students that are low-income, English learners, and foster youth/homeless.

Root Cause Analysis prior to Distance Learning:

Math requires increasingly more language proficiency with the focus on Communicating Reasoning. Upon analysis of the curriculum, instructional strategies, and lesson design, the team noted that Mission adheres to the Open Philosophy where all K-6 activities are taught with more hands-on, problem-based, and interactive approaches. Students consistently practice language skills during collaborative math lessons. However, English Language Learner enrollment has dramatically increased, which may also be contributing to the decreased scores. The team agreed all students would benefit from greater access to math interventions, and English Language Learners need greater support through integrated and designated instruction. The team noted that in iReady, the domains with the greatest area of concerns is in geometry and number and operations. Based on the recommended instructional pacing of lesson plans, geometry is covered in late Spring each year and isn't typically covered by the time state testing is administered. The team also noted the third grade standards expect that students will master multiplication and division facts to 100 by the end of the year; however, Mission students currently do not demonstrate the readiness when they enter third grade to master those skills. Prior to distance learning, teachers in grades 3-6 focused on developing multiplication and division benchmarks for each grade level, and engaged in professional development covering a variety of hands-on math activities to improve students' mastery rates. In grades K - 2, math benchmark assessments were piloted for 2018-2019 and teachers noted the assessments only cover two of the grade level standards. Finally, the team noticed that K-2 professional development and grade level planning was focused on addressing early literacy skills interventions in the prior year.

Socio-emotional, direct instruction has become a greater need for students in kindergarten through 6th grade. Teachers noted that students enter kindergarten struggling with self-regulation and non-compliance more than they have seen in years prior. Teachers noted a higher number of students are being diagnosed with conditions such as ADD, proprioceptive disorders, and anxiety, causing their ability to focus and attend to a task for long periods of time has decreased. Greater access to gaming technology has limited students' social interactions, requiring teachers to provide direct instruction centered on empathy, growth mindsets, and respect for authority. MTSS processes for academic and socio-emotional challenges wasn't clearly defined, and tracking and monitoring interventions for struggling students was inefficient. Mission has significantly increased enrollment of English Language Learners, and teachers noted these students often come from other countries where expectations for attendance and class participation are not as rigorous as American schools. The parents of English Language Learners are often overwhelmed with the amount of schoolwork and projects offered at Mission, and parents lack the resources to support and encourage their child's work ethic and achievement.

Root Cause Analysis during Distance Learning:

iReady diagnostics demonstrate that students continue to perform better in reading over math. Upon analysis of the domains for each subject, the team concluded that students lack access to high-quality, differentiated instruction and instructional resources while in distance learning. The team surveyed parents, students and staff on the topics of instruction, social emotional needs and school culture. The surveys reported that students lack access to rich, leveled reading materials that actively engage students in the regular practice of reading to build stamina, fluency, vocabulary and comprehension. Students also lack access to math manipulatives that help to make concepts visible. In distance learning, students lack the support and adequate time for daily practice in math fact fluency. Teachers' lack the ability to administer a variety of effective formative assessments while in distance learning, making it more difficult to determine what students have learned. Teachers also lack the support of other parent volunteers commonly available during a traditional school year who can provide small group, differentiated instruction as needed. Parents reported their children need more one-to-one direct instruction and would benefit from tutoring support in reading and math. Based on the result of the school survey administered during distance learning, student reported they would benefit most academically if they had more one-to-one instruction, clear directions for assignments, and more direct instruction.

Based on the school survey being administered during distance learning, the team agreed the steep decline in satisfaction rates for parents and students (when compared to prior years) are a direct result of overall dissatisfaction with the distance learning platform and a sense of isolation. Parents and students feel less connected to their school/teachers/peers and high-quality instruction has been substantially limited. The team agrees the students need a sense of belonging within the classroom and community, which is hard to establish in a meaningful way virtually. The team agreed that families identified as low income, English Language Learners, and those with special needs are at a greater disadvantage due to the barriers in technology access, language support and limited specialized academic instruction offered virtually.

Resource Inequities

What resource inequities did you discover?

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

Have resources been allocated to the areas identified in your Root Cause Analysis? If so, has there been enough? Where have school resources typically been allocated?

Based on the data analysis, review of the budgets and review of the standards, the following resource inequities were identified in math and/or reading:

1. Teachers in grades K - 2 lacked the resources and training to provide engaging, hands-on math and reading activities aligned to CA math and reading standards especially for English Language Learners and low income students.
2. Teachers in grades 3 - 6 need more time to continue their math-focused professional development learning effective and engaging math instructional strategies that will meet the needs of all students.
3. Students who struggle with math concepts need greater access to intervention supports such as targeted tutoring support and online technology integration.

Based on the data analysis, review of the budgets, and curriculum, the following resource inequities were identified to ensure academic success and socio-emotional well-being for each student:

1. Teachers in grades K - 6 lacked the resources and training to provide socio-emotional instruction and support for students who struggle with ADD, anxiety, self-regulation and non-compliance.
2. Teachers in grades K - 6 lack the resources and training to provide high-quality instruction virtually to students that encourage multiple ways of demonstrating learning, a growth mindset, and managing productive struggle.
3. Teachers in grades K - 6 lacked the resources and training to provide effective MTSS intervention supports for all students, especially English Language Learners who enroll after attending schools outside of the US.

Stakeholder Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

The School Site Council (SSC) participated in the Comprehensive Needs Assessment and development of the SPSA. The Council, consisting of parents, teachers, classified staff, and the principal met on two occasions to review the data, identify priority areas and actions. Data was collected from local assessments and surveys of staff, students and parents. Parents on the council expressed concern about the limited instruction being offered during distance learning and the lack of available after-school tutoring to support struggling students. Staff explained that during distance learning, it has been hard to find qualified candidates, whether certificated or classified, to provide the after-school support. Teachers, support staff and students all experience "screen time" fatigue after hours of class instruction, and many parents are resistant to additional screen time for their child. Parents also noted they struggle with Common Core math concepts, since they learned math a different way. The Council discussed ways to increase awareness about the SPSA and our site's goals, including a virtual meeting for parents to learn more about the school's data and offer input about how to meet the students' needs.

The English Learners Advisory Council (ELAC) held EL Informational Nights virtually, and two parent liaisons contacted families directly using interpreters. Their conversations focused on the ELAC Comprehensive Needs Assessment and the School Site Council's parent survey. Parents could share their input on what their children's needs are especially during distance learning. Parents' concerns were centered on their struggle to support their child at home due to language barriers, limited technology skills, and technology device challenges. Parents feel they lack the ability to understand the online platforms, Zoom, individual assignments and teachers' expectations. Parents said their student would benefit from additional support in small group instruction or one-to-one support with a tutor. The ELAC will be hosting valuable workshops this year to offer support regarding daily school attendance and ways to help their children at home. They also offered praise for substantially increasing the amount of translation support especially during distance learning.

The Mission Parent-Teacher Association (PTA) Executive and General members were informed of the work centered around increasing the school-to-home communications, and members offered ideas to help English Language Learner parents with distance learning support. Discussions included developing a mentor program with an English-speaking families, offering translated PTA materials to encourage increased parent participation at school events, and the need to educate EL parents about the importance of attendance.

Coffee with the Principal continues in its second year and has increased to bi-monthly events virtually. Translation support has been available upon request and parents have had the opportunity to ask questions about academic, social emotional health & safety, and school culture. Discussions focused on concerns about too much or too little instruction being offered, as well as the level of stress that everyone is experiencing during distance learning.

Teachers and staff participated in SPSA development by utilizing the Site Leadership Team (SLT) and School Site Council (SSC) input for data discussions and viable solutions. Teachers would like to continue with current actions for supporting EL students and offering targeted instruction during the day. They recognize funding at a low density, non-Title 1 school is limited. The SPSA was shared, through the school's website, so that all stakeholders could read it and provide input.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on the data analysis, review of the budgets and review of the standards, the following resource inequities were identified in math and/or reading:

1. Teachers in grades K - 2 lacked the resources and training to provide engaging, hands-on reading activities to support phonemic awareness for early readers during distance learning.
2. Teachers in grades 3 - 6 were disappointed by the cancellation of Spring state testing and were unable to meaningfully assess their students' growth from math-focused instructional strategies.
3. Students in grades K - 6 struggle most with numbers and operations, algebraic thinking and math vocabulary and need intervention supports such as tutoring and online technology integration.

Based on the data analysis, review of the budgets, and curriculum, the following resource inequities were identified to ensure academic success and socio-emotional well-being for each student:

1. Teachers in grades K - 6 lacked the resources and training to provide socio-emotional instruction and support for students especially while in distance learning.

2. Teachers in grades K - 6 lack the resources and training to provide innovative instruction to students that encourage multiple ways of demonstrating learning, a growth mindset, and managing productive struggle.

3. Teachers in grades K - 6 lacked the resources and training to provide effective MTSS intervention supports for all students, especially English Language Learners who enroll after attending schools outside of the US.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

School Connectedness

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The implementation of the actions described in the 2019-20 SPSA were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. During the switch to distance learning, parents and students struggled to set up schedules and routines at home, and teachers were required to learn new technology platforms in a very short period of time. Teachers attempted to offer daily, direct instruction synchronously and spent a bulk of their time offering social emotional support or technology support if possible. Curriculum had to be radically modified to provide access for student virtually, and students had to spend time learning positive digital citizenship and behavior protocols during Zoom sessions. During this time, students were frequently informed of events that were being cancelled such as school plays, promotion ceremonies and field trips. All of these drastic changes and cancellations caused high levels of disappointment, sadness and anxiety for our students and families.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21

Identified Need

Connected School Communities - Welcoming school environments that value all students and families provide a foundation for effective learning through identification of needs and supports (assets), caring staff will coordinate and connect students and families to targeted resources, to help them access the best opportunities our schools have to offer and thrive.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2019-20 | Expected Outcome 2020-21 |
|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Winter 2019-20 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree. | 94.9% of parents agreed or strongly agreed that they have given many opportunities for parent involvement in the school. | Expect this rate to increase by 1% by Feb. 2021 |
| Winter 2019-20 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree. | 88.6% of parents agreed or strongly agreed that they have opportunities to participate in school decision making about programs and funding. | Expect this rate to increase by 2% by Feb. 2021. |
| Distance Learning Attendance | Baseline Attendance rate as of August 2020 was 93% | Expect attendance to increase 3% by trimester 2. |

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

Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|----------------|---------------------|-----------------------|-----------|---------------------|-------------------------|
|--------|----------------|---------------------|-----------------------|-----------|---------------------|-------------------------|

| | | | | | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|--------|------------------------|
| 1.1 | Provide translators during Coffee with a Principal meetings for updates on the school, programs, safety and events. | X All Students X English Learners X Low-Income Students Foster Youth Other | Teachers, students, administration, support staff (from within site and at district level), parents and community. | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries | 500.00 | Nov. 2020 - May 2021 |
| 1.2 | Utilize a parent liaison to work with families to navigate and engage in distance learning, hybrid model and return to site-based instruction. | X All Students X English Learners X Low-Income Students Foster Youth Other | Admin, support staff (from within site and at district level). | Other | 000.00 | Sept. 2020 - June 2021 |
| 1.3 | Use of Smore communication platform that offers translation for all information sent home on a weekly basis. | X All Students X English Learners X Low-Income Students Foster Youth Other | Administrator, support staff | LCFF Supplemental Site Allocation 5900: Communications | 250.00 | Nov. 2020- June 2021 |

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Healthy Environments for Social-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

We will actively engage and build trusting relationships with students, families, and our diverse community to create a unified, collaborative learning environment focused on academic success and the social/emotional well-being for each student.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The implementation of the actions described in the 2019-20 were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. When students were required to go into distance learning, efforts continued virtually to support positive attendance and school culture. In a virtual platform, incidents of behavior decreased substantially.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21

Identified Need

Healthy Environments - Welcoming school environments that value all students and families provide a foundation for effective learning. All district stakeholders will cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social emotional learning.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2019-20 | Expected Outcome 2020-21 |
|-------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|
| Attendance | All 96.4% Low SES 95.3% | All 97% Low SES 96% |
| Chronic Absenteeism | All 5.6% Low SES 11.7% | All 4.6% Low SES 10% |
| Suspension Rates | 0% | 0% |
| Student Survey-School Culture | Student feels part of a school community 66.4% People are respectful to others at school 56.9% | Increase how students feel part of their school community by 5% Increase how students feel about being respected at school by 5% |

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

Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|---------------------------------------|---------------------------------------------------------------|-----------------------------------|-------------------|---------------------|-------------------------|
| 2.1 | Creation of attendance incentive plan | X All Students X English Learners X Low-Income Students | Clerk, Teachers, Principal, | LCFF Supplemen | 15,050.00 | Aug 2020 - June 2021 |

| | | | | | | |
|-----|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|---------------------------------------------------|--------------------------------------------------------------|----------|----------------------|
| | and follow up with daily monitoring. | Foster Youth Other | Parents, students | tal Site Allocation 2000-2999: Classified Personnel Salaries | | |
| 2.2 | Define, teach, and model respectful communication, character development, and conflict resolution throughout the entire school community. Whole school assemblies and programs that promote positive behavior, anti-bullying and recognition of our diverse community. | X All Students X English Learners X Low-Income Students Foster Youth Other | Teachers, support staff, admin, parents, students | LCFF Supplemental Site Allocation 0000: Unrestricted | 2,000.00 | Nov. 2020 - May 2021 |
| 2.3 | | All Students English Learners Low-Income Students Foster Youth Other | | | | |

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Engaging Academics

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The implementation of the actions described in the 2019-20 were mostly interrupted in March due to the conversion to distance learning in response to COVID 19. Students received push-in and pull-out support, differentiated and/or direct instruction from our English Language Learner teacher. All students are provided access to online supports using iReady, Moby Max and Prodigy to enrich their grade level mastery and/or support achievement gaps in a differentiated format. Students in all grade levels were given targeted, differentiated, direct instruction from highly qualified teachers. Staff were provided with professional development to support instructional practices at each grade level. Teachers met routinely for grade level planning time to align lessons to CCSS, review formative assessments, and design instruction to increase mastery of standards. Parent involvement remained a strong area of support for our students' learning. Staff supported and encouraged parent volunteerism in classrooms, participation in experiential learning field trips, and maintained consistent communication to support further learning at home.

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21

Identified Need

Connected communities and personal relationships are foundational for learning. We will ensure each student is engaged and supported in a challenging and broad course of study that builds skills, knowledge and experiences preparing students to be critical thinkers who communicate effectively, collaborate and are civic minded.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2019-20 | Expected Outcome 2020-21 |
|-------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|
| Winter School Survey 2019-20 Climate of Support for Academic Learning. Percent strongly agree/agree overall | 93.2% parents overall agree or strongly agree that school holds high standards for academic achievement. | Expect a 1% increase in parent satisfaction rating. |
| SBAC ELA | Points Above/Below Standard All: 1.6 points above standard Low SES: 59.2 points below standard | Points Above/Below Standard All: 4 points above standard Low SES: 55 points below standard |
| K-2 Text Level Data | Meets/Exceeds in 2nd Administration of Assessments All: 38.8% Low SES: 28.57% | Meets/Exceeds in 4th Administration of Assessments All: 70% Low SES: 40% |
| SBAC Math | Points Above/Below Standard All: 20 points below standard Low SES: 60.5 points below standard | Points Above/Below Standard All: 17 points below standard Low SES: 55 points below standard |

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

Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|--------------------------------------------------------|------------------------------------------------------------------------------|---------------------|-------------------------|
| 3.1 | Provide K-6 math support with supplies and resources for targeted groups. | X All Students X English Learners X Low-Income Students Foster Youth Other | Teachers, Support staff, Principal, and Students | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 1,250.00 | Aug. 2020 - June 2021 |
| 3.2 | Provide professional development to support improved instructional math strategies to be used across content and in distance learning | X All Students X English Learners X Low-Income Students Foster Youth Other | Teachers, Support staff, Principal, district personnel | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 1,000 | Aug. 2020 - June 2021 |
| 3.3 | Provide supplemental reading and math using intervention online platform to support struggling | X All Students X English Learners X Low-Income Students Foster Youth Other | Administrator, support staff, and teachers | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 5,000 | Nov. 2020 - June 2021 |

| | | | | | | |
|-----|--------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------------------------------------------------------------------------------------------------------|----------|--------------------------|
| | learners at all levels. | | | | | |
| 3.4 | Provide K-6 ELA support with supplies and resources for targeted groups. | X All Students X English Learners X Low-Income Students Foster Youth Other | Teachers, Support staff, Principal, and Students | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 4,000.00 | Aug. 2020 - June 2021 |
| 3.5 | Allow and compensate teachers for grade level time to receive training in GLAD strategies in a distance learning format. | X All Students X English Learners Low-Income Students Foster Youth Other | Teachers, Support staff, Principal, and Students | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 1,000.00 | Aug. 2020 - June 2021 |
| 3.6 | Provide .5 FTE English Language Development (ELD) teacher to provide additional support to English learners. | All Students X English Learners Low-Income Students Foster Youth Other | Administration | LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries | 54,219 | Aug. 2020 - June 2021 |

| | | | | | | |
|-----|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|----------------------------------------------------------------------|------------------------------------------------------------------------------------------------|----------|----------------------|
| | | | | | | |
| 3.7 | Develop and implement interventions outside of school hours for students who are low performing academically and struggling with socio-emotional well-being, including but not limited to SST team meetings and social groups with students. | X All Students X English Learners X Low-Income Students Foster Youth Other | Teachers, Support staff, Principal, parents and Students | LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries | 1,450.00 | Aug 2020 - June 2021 |

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

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

Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

The difference between intended and actual expenditures resulted from converting to a distance learning model two-thirds through the school year. Many of the actions described were cut short due to the pandemic. Resources were re-allocated to supporting students and families through distance learning.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Due to the newly developed LCAP, the SPSA was changed to reflect four goals. Changes in actions are largely related to supporting distance learning, addressing learning loss and moving toward hybrid model of instruction.

2020-21

Identified Need

Winter 2019-20 School Survey - College and Career - 59.1% of students know what classes to pass to graduate high school.

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2019-20 | Expected Outcome 2020-21 |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school. Percent strongly agree/agree | 59.1% of students know what classes they need to take to graduate high school. | 70% of students know what classes they need to take to graduate high school. |
| Winter 2019-20 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools. Percent strongly agree/agree | 51.9% of parents who are informed about career pathways and programs available at middle and high schools. | 70% of parents who are informed about career pathways and programs available at middle and high schools. |
| Number of enrichment opportunities offered before, during or after school. | Currently offer before school intermediate band virtually. | Expand enrichment opportunities by one class. |
| Winter 2019-20 School Survey- Meaningful Participation overall rating based on these questions: * Students are prepared for the next step of their educational experience * Quality classes/activities offered that meet each student's interests and talents * Students are motivated/engaged in what they are learning Percent strongly agree/agree | 78.7% of students who agree/strongly agree they are prepared for their next step of their educational experience 77% of students who agree/strongly agree they are offered quality classes/activities that meet each student's interests and talents. 84.8% of students who agree/strongly agree in what they are learning | 80% of students who agree/strongly agree they are prepared for their next step of their educational experience 80% of students who agree/strongly agree they are offered quality classes/activities that meet each student's interests and talents. 85% of students who agree/strongly agree in what they are learning |

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

Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|-----------|---------------------|-------------------------|
| 4.1 | Students and parents will be provided workshop opportunities to learn about college and career pathways and programs available at middle and high school levels. | <input checked="" type="checkbox"/> All Students <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Low-Income Students <input type="checkbox"/> Foster Youth <input type="checkbox"/> Other | Administrator, teachers, support staff, parents, students | Other | 000.00 | Jan. - May 2021 |

Budget Summary

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

Budget Summary

| Description | Amount |
|-------------------------------------------------------------------------|-------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$85,719.00 |

Other Federal, State, and Local Funds

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

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

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

| State or Local Programs | Allocation (\$) |
|-------------------------------------------|-----------------|
| LCFF Supplemental English Learner Central | \$54,219.00 |
| LCFF Supplemental Site Allocation | \$31,500.00 |
| Other | \$0.00 |

Subtotal of state or local funds included for this school: \$85,719.00

Total of federal, state, and/or local funds for this school: \$85,719.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|-------------------------------------------|--------|---------|
| LCFF Supplemental Site Allocation | 31500 | 0.00 |
| LCFF Supplemental English Learner Central | 54,219 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|-------------------------------------------|-----------|
| LCFF Supplemental English Learner Central | 54,219.00 |
| LCFF Supplemental Site Allocation | 31,500.00 |
| Other | 0.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--------------------------------------------|-----------|
| | 0.00 |
| 0000: Unrestricted | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | 62,669.00 |
| 2000-2999: Classified Personnel Salaries | 15,550.00 |
| 4000-4999: Books And Supplies | 5,250.00 |
| 5900: Communications | 250.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--------------------------------------------|-------------------------------------------|-----------|
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental English Learner Central | 54,219.00 |
| 0000: Unrestricted | LCFF Supplemental Site Allocation | 2,000.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Site Allocation | 8,450.00 |

| | | |
|------------------------------------------|-----------------------------------|-----------|
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 15,550.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 5,250.00 |
| 5900: Communications | LCFF Supplemental Site Allocation | 250.00 |
| | Other | 0.00 |
| | Other | 0.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 750.00 |
| Goal 2 | 17,050.00 |
| Goal 3 | 67,919.00 |
| Goal 4 | 0.00 |

School Site Council Membership

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

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

| Name of Members | Role |
|-------------------|----------------------------|
| Lorin Harrott | Parent or Community Member |
| Sara Lennertz | Parent or Community Member |
| Kortnie Anderson | Parent or Community Member |
| Kelly Garbarini | Parent or Community Member |
| Rafael Ruano | Parent or Community Member |
| Kathy Leachman | Other School Staff |
| Melinda Livermore | Classroom Teacher |
| Dina Winston | Classroom Teacher |
| Morgan McAllister | Classroom Teacher |
| Margaret Terzich | Principal |

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on October 29, 2020.

Attested:



Principal, Margaret A. Terzich on 10/29/20



SSC Chairperson, Lorin Harrott on 10/29/20

Budget By Expenditures

Mission Avenue Open Elementary School

Funding Source: LCFF Supplemental English Learner Central **\$54,219.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------|--------------------|--------|
| Provide .5 FTE English Language Development (ELD) teacher to provide additional support to English learners. | 1000-1999: Certificated Personnel Salaries | \$54,219.00 | Engaging Academics | |

LCFF Supplemental English Learner Central Total Expenditures: \$54,219.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation **\$31,500.00 Allocated**

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|-------------|--------------------------------------------------|--------|
| Develop and implement interventions outside of school hours for students who are low performing academically and struggling with socio-emotional well-being, including but not limited to SST team meetings and social groups with students. | 1000-1999: Certificated Personnel Salaries | \$1,450.00 | Engaging Academics | |
| Provide translators during Coffee with a Principal meetings for updates on the school, programs, safety and events. | 2000-2999: Classified Personnel Salaries | \$500.00 | School Connectedness | |
| Use of Smore communication platform that offers translation for all information sent home on a weekly basis. | 5900: Communications | \$250.00 | School Connectedness | |
| Creation of attendance incentive plan and follow up with daily monitoring. | 2000-2999: Classified Personnel Salaries | \$15,050.00 | Healthy Environments for Social-Emotional Growth | |

Mission Avenue Open Elementary School

| | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|------------|--------------------------------------------------|
| Define, teach, and model respectful communication, character development, and conflict resolution throughout the entire school community. Whole school assemblies and programs that promote positive behavior, anti-bullying and recognition of our diverse community. | 0000: Unrestricted | \$2,000.00 | Healthy Environments for Social-Emotional Growth |
| Provide K-6 math support with supplies and resources for targeted groups. | 4000-4999: Books And Supplies | \$1,250.00 | Engaging Academics |
| Provide professional development to support improved instructional math strategies to be used across content and in distance learning | 1000-1999: Certificated Personnel Salaries | \$1,000.00 | Engaging Academics |
| Provide supplemental reading and math using intervention online platform to support struggling learners at all levels. | 1000-1999: Certificated Personnel Salaries | \$5,000.00 | Engaging Academics |
| Provide K-6 ELA support with supplies and resources for targeted groups. | 4000-4999: Books And Supplies | \$4,000.00 | Engaging Academics |
| Allow and compensate teachers for grade level time to receive training in GLAD strategies in a distance learning format. | 1000-1999: Certificated Personnel Salaries | \$1,000.00 | Engaging Academics |

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

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------|--------|----------------------------------|--------|
| Utilize a parent liaison to work with families to navigate and engage in distance learning, hybrid model and return to site-based instruction. | | \$0.00 | School Connectedness | |
| Students and parents will be provided workshop opportunities to learn about college and career pathways and programs available at middle and high school levels. | | \$0.00 | Clear Pathways to Bright Futures | |

Mission Avenue Open Elementary School

Other Total Expenditures: \$0.00

Other Allocation Balance: \$0.00

Mission Avenue Open Elementary School Total Expenditures: \$85,719.00