The Single Plan for Student Achievement

School: Mission Avenue Open Elementary School

CDS Code: 34-67447-6034730

District: San Juan Unified School District

Principal: Amberlee Townsend-Snider

Revision Date:

The Single Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

For additional information on school programs and how you may become involved locally, please contact the following person:

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School Mission

Mission Avenue Open Elementary School's Mission Statement
Guiding the discovery of knowledge Mission Avenue Open School inspires and engages all students to become responsible citizens and creative, confident, critical-thinking problem solvers, through student-centered interdisciplinary learning, enhanced by experiential explorations in respectful collaborations within our community.

School Profile

Mission Avenue Open School is an officially-designated alternative school in the San Juan Unified School District. Of the 515 students attending Mission Avenue Open School 79% are white, 10% are Hispanic/Latino, 2% are African American, 3% Asian/Asian American, and 6% of other ethnicities. 3% of our students are English Language Learners and 22% of our students are socioeconomically disadvantaged.

Mission School is guided by a unified philosophy that provides a high quality, standards-based, and comprehensive elementary school education through experiential learning. This is called the Open Philosophy and is based, in part, on Piaget's developmental learning theory, Dewey's constructivist learning theory, Montessori's use of manipulative materials, and Kohl's thematic, integrated curriculum. In open classrooms, emphasis is placed on individuality and reaching each child's potential. We have found that the best way to provide for this is through the following practices and themes: differentiation of instruction, experiential learning and constructivism, student-centered collaborative classrooms, field education, and parent involvement at all levels of the school program.

We believe applications of technology are critical to teaching and learning at all grade levels. To support this belief we have parent led group called MAST who's primary goal is to raise funds to outfit all classes with iPads, NetBooks, or desktop computers additionally each of our classrooms has an interactive whiteboards. All classrooms are WiFi enabled as we recognize that use of the Internet is one technological key for students success and, as such, plays an important role in hands-on learning, daily practical applications, and 21st century skills which are so important for each student's future.

To support our belief that participation in the visual and fine arts is a critical component in each child's educational program, Mission School offers band and choir programs, as well as multiple opportunities for all children to participate in grade-level and school-wide performances.

Comprehensive Needs Assessment Components

Introduction

During the 2012-13 school year the Mission Ave Open Strategic Planning Team (15 members comprised of 50% teachers and 50% parents and other Stakeholders) met to collaborate and create our Strategic Plan. We conducted much research around data points for student achievement and thinking around the strengths we have at Mission Avenue Open, the challenges we face, factors that impact us, what our ultimate goal is for every child, and how we will accomplish that.

The Planning Team meet three times with the help from an outside facilitator. Two full days were spent studying our District's Strategic Plan and our school site data to develop our mission, objectives and tactics. From this work our Action Teams were formed and met to create plans to achieve the objectives and tactics set forth by the Planning Team. The 3rd day the Planning Team met to review the work of the Action Teams and to finalize our Strategic Plan which will guide the work we do as a school community for the next three years.

Data Analysis

Describe the use of data both during the 2 day planning meeting and action planning. Refer to research done during action planning.

Mission Avenue Open recognizes the need to analyze multiple data points for accurate accountability measurements when looking at our students success, therefore when creating our Strategic plan our teams considered the data from our API, AYP, District Benchmark Assessments, Student Running Records, Parent/Student/Teacher survey data, grade level assessments and classroom observational data.

Research that teams conducted around parent involvement and student success strongly suggests that students success hinges upon school to home communication, high leverage parent volunteerism, and concerted aligned efforts by parents and teachers in educating students. Research also suggests that these relationships must be founded upon open and respectful two way communication. One set of data related to this research that specificaly guided the strategic planning team were results from our parent / student / teacher survey, which show varied results in years past and current years. In some survey areas there is a 12% discrepancy between parent / student and teacher perspectives on the same topics pertaining to student success and parent volunteerism in their education. in We strongly believe in parent involvement and recognize that building team capacity among parents, students and staff is one critical pillar to our success. This data showed that there was relevant need to look at how our parents / staff and students are aligned and working together. We will continue look at these results as one measure of our strides towards an aligned community that engages in respectful and high leverage conversations that encourage and promote student success.

Another point for consideration while building our action plans was the research about effective field education and experience in an open philosophy school. At Mission Avenue Open school our classroom data shows that students gain valuable knowledge when our field expeiences are allligned to standards, classroom practice and encourage individual growth as an active, cooperative, and social process. Formative data obtained at the school site (through survey results, classroom assessments, parent and teacher input) and research on this topic show obstacles to and resources for this type of empowering education. This research and data in combination with our long standing philosophy for field education led us to our tactic which encompasses field experience.

Finally we looked at our summative CST data which is one measure that suggested a continued need for focus on professional learning with the CCSS. We discussed and researched much data odn found many data points of significance. Overall Mission Avenue Open school students preform very well on this standardized test yet we also recognize that within these data points lies an achievement gap. This gap is found between our white, hispanic and African American students where the differential between White students and African American students is 162 points and 38 points between our White and Hispanic students. An achievement gap also exists with students who are socioeconomically disadvantaged where the differential based upon growth API school-wide and socioeconomically disadvantaged students is 69 points. Our efforts through this action plan will focus on teaching the CCSS and closing our achievement gaps.

Parental Involvement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

Appropriate parental Involvement is critical to what we do at Mission Avenue Open School, and as a school of choice we have an expectation that each family will donate two hours per week towards the work we do both in and out of classrooms for our students. Currently we have an average of 85 parents sign in daily to volunteer in the classroom, supervise at recess and facilitate school-wide functions. Research shows that family engagement and involvement in the school results in increased success for achieving and under-achieving students. As a result of what we know and what the school community needs at Mission Avenue the Planning Team created a tactic within our Strategic Plan around parent involvement. We will continue to monitor, adjust and implement this tactic for the duration of our Strategic plan. At Mission Avenue Open we have an active school site council, parent teacher association, and a fundraising team called the Mission Avenue Support team (MAST) consisting of parent and community partners. These groups all provide input in strategic plan development and the single plan for student achievement.

Description of Barriers and Related School Goals

Include the strongest themes from critical issues or Gap to Goal Review of Data

Through strategic planning the Mission Avenue Open strategic planning team identified areas for growth and critical issues that influence our continued success.

One of the areas for growth included teacher learning, understanding and implementation of Common Core State Standards. As a part of our reflection upon the CCSS needs at our site we also recognize a need to further engage in learning about student reading behaviors with both fictional and nonfictional text where an emphasis is placed upon nonfiction. We are acutely aware that our students will be held accountable for critical thinking and problem solving through assessments of multiple measures, which means that we as a site community must teach our children while employing teaching strategies that teach our students how to think critically. As a staff we must continue to engage in professional learning that will help us grow in these areas.

The team also recognizes the critical issues that are present with effective parent volunteerism. If we build strong relationships with our parent population with appropriate boundaries and mutual respect we will accomplish our goal of improved student achievement. The team identified that there is a spectrum for volunteerism in education and we questioned wether we were utilizing our parent volunteers in the most effective ways for improved student learning.

Lastly the team looked at our strong foundation of experiential learning. From this examination we learned that one of our critical issues involves our field experiences as a part of our experiential learning. We recognize that it will be important to re-examine the links between the CCSS and our experiential learning activities to assure the strongest leverage for learning. When experiential learning activities no longer allign with the CCSS those activities must be strategically abandoned or rethought. Compounding our thinking about Experiential learning was the monetary factor that families face. We recognize that we must allign ourselves with our community capacity to support field experiences and continue to be creative with and responsive to the economical needs that our families face. Our research shows us that there are both obstacles to and resources for this type of empowering education, our community and staff are committed to our continued experiential learning experiences and the rounded learning it provides our students.

School and Student Performance Data

Academic Performance Index by Student Group

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	346	368		292	300		15	10		9	10	
Growth API	876	841		885	855		723					
Base API	901	876		916	886			723				
Target	A	A		A	A							
Growth	-25	-35		-31	-31							
Met Target	Yes	Yes		Yes	Yes							

PROFICIENCY LEVEL	API GROWTH BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Number Included	21	35		13	14		61	83		29	48	
Growth API	847	751		801	734		807	741		746	724	
Base API	818	848			801		804	807		793	747	
Target							A	A				
Growth							3	-66				
Met Target							Yes	No				

Conclusions based on this data:

1. API scores for subgroups reveals a negative growth pattern among all subgroups for the 2012-2013 school year.

2. Within these data points lies an achievement gap. This gap is found between our white, hispanic and African American students. Where the differential between White students and Hispanic students shows a gap og 90 points.

3. An achievement gap also exists with students who are disabled, socioeconomically disadvantaged or English learners. The differential based upon growth API school-wide and socioeconomically disadvantaged students is 98 points, for disabled students the gap is 124 points and our EL students show a 127 point gap.

School and Student Performance Data

English-Language Arts Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	99		99	99		100	100		100	100	
Number At or Above Proficient	250	239		215	203		6			--		
Percent At or Above Proficient	72.3	64.9		73.6	67.7		40.0	--		--	--	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	No	No		No	No		--	--		--	--	

AYP PROFICIENCY LEVEL	ENGLISH-LANGUAGE ARTS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	100		100	100		100	100		100	100	
Number At or Above Proficient	15	17		4	4		32	37		14	22	
Percent At or Above Proficient	71.4	48.6		30.8	28.6		52.5	44.6		48.3	45.8	
AYP Target: ES/MS	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**	**78.4**	**89.2**	**100.0**
AYP Target: HS	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**	**77.8**	**88.9**	**100.0**
Met AYP Criteria	--	--		--	--		No	No		--	--	

Conclusions based on this data:

1. The data shows an overall decline in percent of students scoring proficient in all significant sub groups.

2. There is an achievement gap in ELA between our White, Hispanic and African-American students in addition this gap exists with our Socioeconomically Disadvantaged students.

School and Student Performance Data

Mathematics Adequate Yearly Progress (AYP)

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	All Students			White			African-American			Asian		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	99	98		98	98		100	100		100	100	
Number At or Above Proficient	254	252		222	213		5			--		
Percent At or Above Proficient	73.8	68.9		76.6	71.2		33.3	--		--	--	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	No	No		Yes	No		--	--		--	--	

AYP PROFICIENCY LEVEL	MATHEMATICS PERFORMANCE DATA BY STUDENT GROUP											
	Hispanic			English Learners			Socioeconomically Disadvantaged			Students with Disabilities		
	2012	2013	2014	2012	2013	2014	2012	2013	2014	2012	2013	2014
Participation Rate	100	98		100	100		100	98		100	98	
Number At or Above Proficient	13	18		9	8		35	43		15	24	
Percent At or Above Proficient	61.9	52.9		69.2	57.1		57.4	53.1		51.7	51.1	
AYP Target: ES/MS	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**	**79.0**	**89.5**	**100.0**
AYP Target: HS	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**	**77.4**	**88.7**	**100.0**
Met AYP Criteria	--	--		--	--		Yes	No		--	--	

Conclusions based on this data:

1. For the 2012-13 school year all sub groups show a decline in rates of proficiency.

2. There is an achievement gap in Math between our White, Hispanic and African-American students in addition this gap exists with our Socioeconomically Disadvantaged students.

3. Data in this section shows that there is an overall 5% decline (all students) in proficiency from the 2011-12 to the 2012-13 school year.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Advanced		Early Advanced		Intermediate		Early Intermediate		Beginning		Number Tested
	#	%	#	%	#	%	#	%	#	%	#
1			********	***							********
2			********	***			********	***			********
3			********	***	********	***					********
4			********	***					********	***	********
5			1	17	4	67			1	17	6
6									********	***	********
Total			7	44	5	31	1	6	3	19	16

Conclusions based on this data:

1. Of the 10 older students who took the CELDT Initial Assessment 30% of our students are scoring proficient, while 70% are still progressing towards proficiency.

2. For the 2013-14 school year 50% of our English Learners grew 1+ CELDT level overall, and and 60% of our EL students met their growth targets in reading as Measured by MAP testing for grades 3-6.

School and Student Performance Data

Title III Accountability (School Data)

AMAO 1	Annual Growth		
	2011-12	**2012-13**	**2013-14**
Number of Annual Testers	10	10	16
Percent with Prior Year Data	100.0%	100.0%	100.0%
Number in Cohort	10	10	16
Number Met	--	--	--
Percent Met	--	--	--
NCLB Target	56.0	57.5	59.0
Met Target	*	*	--

AMAO 2	Attaining English Proficiency					
	2011-12		**2012-13**		**2013-14**	
	Years of EL instruction		Years of EL instruction		Years of EL instruction	
	Less Than 5	**5 Or More**	**Less Than 5**	**5 Or More**	**Less Than 5**	**5 Or More**
Number in Cohort	9	1	9	3	15	3
Number Met	--	--	--	--	--	--
Percent Met	--	--	--	--	--	--
NCLB Target	20.1	45.1	21.4	47.0	22.8	49.0
Met Target	*	*	*	*	--	--

AMAO 3	Adequate Yearly Progress for English Learner Subgroup		
	2011-12	**2012-13**	**2013-14**
English-Language Arts			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	
Mathematics			
Met Participation Rate	--	--	
Met Percent Proficient or Above	--	--	

Conclusions based on this data:

1. Our English learner student population is relatively small, as a result this data set does not show the status of meeting AMAO targets.

2. The data above hi-lights our need and desire to engage in programs that provide high-quality professional development (such as Critical Literacy) to teachers, principals, and students. Our professional learning will be of sufficient intensity and duration to have a positive and lasting impact on the teacher's learning and students performance in the classroom.

School and Student Performance Data

Local Assessment Data

Data Worksheet — Mission Avenue Open Elementary

KR	Indicator	2010-2011	2011-2012	2012-13	2016-17	
1	Writing at grade level (gr 4,7,10)	92.5	95.5	80.8	90	Writing: rate of gr 4 & 7 students at/above state minimally proficient on STAR and gr 10 3 or higher on CAHSEE writing.
	African Am				90	
	Hispanic				90	
	Low SES		90.0	70.6	90	
	English Lnr				90	
	Special Ed			60.0	90	
Ovl	Growth API	900.0	876.0	841.0	800	API shown is growth API for that year; green shading indicates target was met - pink shading target not met; no shading indicates not a 'significant' group
	African Am		723.0		800	
	Hispanic	818.0	847.0		800	
	Low SES	804.0	807.0	743.0	800	
	English Lnr		801.0		800	
	Special Ed	793.0	746.0		800	
2	Reading on grade level (gr 2-11)	77.9	71.4	64.5	90	Reading grade level (gr 2-11) are reported as the percent of students scoring proficient or advanced on the STAR ELA test taken.
	African Am	50.0	36.8	33.3	90	
	Hispanic	55.6	71.4	47.2	90	
	Low SES	54.5	49.3	42.9	90	
	English Lnr				90	
	Special Ed	52.9	45.0	48.0	90	
2	Math at grade level (gr 2-7)	78.5	73.4	68.4	90	Math on grade level (gr 2-7) is the percent of students scoring proficient or advanced on the STAR math test taken.
	African Am	40.0	33.3	50.0	90	
	Hispanic	59.3	61.9	51.4	90	
	Low SES	52.7	53.5	51.2	90	
	English Lnr				90	
	Special Ed	52.9	45.0	48.0	90	
2	Algebra 1 completed 1st time				90	Algebra 1 completed 1st time is rate of students earning a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 the first time they took the course
	African Am				90	
	Hispanic				90	
	Low SES				90	
	English Lnr				90	
	Special Ed				90	
2	Algebra 1 completed by gr 9				90	Algebra 1 completed by end of grade 9 is rate of 9th graders who have earned a C or higher OR scoring prof/adv on CST/CMA in Algebra 1 by the end of the year (ms rates show students who
	African Am				90	
	Hispanic				90	
	Low SES				90	
	English Lnr				90	
	Special Ed				90	
2	EL growth toward profic.				70	EL growth toward proficiency is the percent of English learners who grew 1 or more levels (Source is school data from Title III
3	Pct of students abs>10% (gr K-8)	2.3	4.9	7.2	3	
	African Am	7.7	33.3	15.8	3	Absence rates >10% is percent of K-8 students absent (for any reason) more than 10% of the days enrolled (indicator of dropout potential)
	Hispanic		7.0	13.8	3	
	Low SES	2.9	12.7	15.1	3	
	English Lnr		9.1	16.7	3	
	Special Ed	3.4	4.9	13.1	3	
3	Pct adjusted dropouts (gr 9-12)				<5	Dropout rate is the percent of students in grades 9-12 who disenrolled from school after the 1st Wed in October and had not reenrolled within one calendar year.
	African Am				<5	
	Hispanic				<5	
	Low SES				<5	
	English Lnr				<5	
	Special Ed				<5	
3	Cohort Graduation Rate				95	Cohort graduation rate is the rate of students who earned a diploma within 4 years of entering ninth grade (Source: DataQuest)
	African Am				95	
	Hispanic				95	
	Low SES				95	
	English Lnr				95	
	Special Ed				95	
3	Pct of grads completing AG/CTE				70	A-G/CTE is the rate of graduates who completed all UC/CSU requirements OR who completed a CTE sequence including the capstone course
	African Am				70	
	Hispanic				70	
	Low SES				70	
	English Lnr				70	
	Special Ed				70	
5	Pct of students suspended	0.4	0.4	0.4	<2	Suspension rate is the percent of enrolled students who were suspended at home for 1+ days
	African Am		7.7		<2	
	Hispanic				<2	
	Low SES		0.9	0.8	<2	
	English Lnr				<2	
	Special Ed	5.9	4.9	1.6	<2	

NOTE: Be cautious when drawing conclusions where group populations are very small.

Low Parent Response - Low Staff Response

Effective Instructional Strategies/21st Century Skills	PARENT		STUDENT (gr5-11)		STAFF	
Pct Stongly Agree/Agree	N	Pct	N	Pct	N	Pct
Improved ability to read and understand complex text	8	87.5%	91	84.6%	8	100.0%
Improved written communication skills	8	87.5%	91	82.4%	8	100.0%
Improved spoken/oral communication skills	8	87.5%	90	75.6%	8	100.0%
Improved ability to solve complex problems	8	87.5%	91	83.5%	8	87.5%
Improved ability to use technology to find information/solve problems	8	62.5%	91	86.8%	9	44.4%
Improved ability at working with other students on problems/projects	8	75.0%	91	82.4%	8	87.5%
Improved leadership skills	8	62.5%	91	72.5%	8	75.0%
Encouraged to share knowledge/ideas in a creative way	8	87.5%	91	75.8%	8	100.0%
Curiosity/imagination is fostered	8	75.0%	91	82.4%	8	100.0%
School promotes academic success of all students.	8	87.5%			9	100.0%

Personalized Learning	PARENT		STUDENT (gr5-11)		STAFF	
Pct Stongly Agree/Agree	N	Pct	N	Pct	N	Pct
Academic goals have been collaboratively set and monitored.	8	50.0%	90	66.7%	5	80.0%
Students have a learning plan/4-year plan.	7	14.3%	84	27.4%	5	20.0%
Students are challenged at school through high standards of academic performance.	8	75.0%	91	83.5%	9	88.9%

Character Education	PARENT		STUDENT (gr5-11)		STAFF	
Pct Most/All of the Time (character)	N	Pct	N	Pct	N	Pct
Students model RESPECT at this school.	8	87.5%	91	74.7%	8	87.5%
Students model RESPONSIBILITY at this school.	8	62.5%	91	68.1%	8	75.0%
Students model HONESTY at this school.	8	75.0%	91	80.2%	8	87.5%
Students model CARING at this school.	8	######	91	74.7%	8	87.5%
Students model COOPERATION at this school.	8	######	91	69.2%	8	87.5%
Students model COURAGE at this school.	8	87.5%	91	69.2%	8	75.0%
The school fosters an appreciation of student diversity and respect for each other.			91	84.6%	8	100.0%

Parent/Family Involvement	PARENT		STUDENT (gr5-11)		STAFF	
Pct Stongly Agree/Agree	N	Pct	N	Pct	N	Pct
Parents are well-informed about their child's progress in school.	8	87.5%				
Teachers provide information about a child's performance to parents who speak a language other than English.	1	0.0%			5	40.0%
Teachers promptly contact parents when he/she is concerned about their child's progress.	8	75.0%			7	100.0%
Teachers are responsive to parents when they call or want to meet.	8	87.5%			8	100.0%
Teachers send home work or ideas that help parents support their students at home.	8	62.5%			7	100.0%
Adults/staff in the office are helpful when parents/students come in or call.	8	75.0%	91	52.7%		
Translated materials (or a translator) for my langauge are available whenparents come to school.	1	0.0%				
This school clearly outlines the parent, student and school responsibilities in educating my child (e.g., School Compact).	8	62.5%				
The school keeps parents well-informed about school activities.	8	87.5%				
I speak a language other than English and I receive general information from my student's school in my language.	1	0.0%				
This school offers parents opportunities to be involved in school and classroom activities.	8	87.5%			8	100.0%
Parents are invited to meetings where the school's academic performance is discussed.	8	62.5%				
This school actively seeks the input of parents before making important decisions.	8	37.5%				

Conclusions based on this data:

1. The Local assessment data shows an overall decline in student proficiency in Math and Reading.

2. The Local assessment data shows an increase in absences in most groups and a decline in suspension rates for all groups.

3. This data is based on low parent and low staff responses. The data suggests that the majority of parents responded that the school and staff keep them well informed about their child's progress and about school and classroom activities. Areas that could use additional attention are the school actively seeking input from parents before making important decisions and collaboratively setting academic goals.

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #1

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Experiential Learning
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Goal/Tactic #1:
We will provide hands-on experiential learning opportunities to engage and inspire students, using constructivist strategies both in and beyond the classroom.
Data Used to Form this Tactic During Strategic Planning:
In forming this tactic we relied upon the research on effective field education and experience in an open philosophy school and classroom, and CST data. Formative data obtained at the school site through survey results, classroom assessments both formative and summative and parent / teacher input.
Findings from the Analysis of Current Data:
The quest for student engagement must be conducted in the context of a comprehensive data system for measuring student learning. For this tactic we are focused upon rigorous and relevant learning beyond our classroom walls and beyond minimum requirements. Some indicators of this work include interdisciplinary work, arts integrated productions and projects, and learner outcome from all field experiences (field trips) with accountability to the CCSS and planning for increased depth of knowledge learning opportunities (as referenced in CCSS). While this was not a Goal that the site leadership team along with staff decided to focus on for the 2013-14 school year, we did implement strategies that address this goal. The baseline data shows an average of 82% attendance in grade level experiential learning experiences (field trips). 16% of field experiences were formally aligned with the CCSS and high level depth of knowledge learning opportunities (pre or post field experience / field trip) 7% of our student population participated in enrichment classes which are offered to all students to extend educational challenges and critical thinking opportunities beyond the school day.

Related Objective and how it will be Measured:
We will provide hands-on experiential learning opportunities to engage and inspire students, using constructivist strategies both in and beyond the classroom. All students will be able to demonstrate their learning in a creative, expressive, and confident manner. All students will develop and apply critical thinking and problem-solving skills Revised Objective: By May 2015 the percentage of students who participate in at least one grade level experiential learning opportunity / field trip (including post learning reflections) will increase by 5% , (from 82% to 87%) as measured by school site participation data. By May 2015 100% of all grade levels K-6 will assess and align at least 3 experiential learning opportunities (field trips) with the CCSS and plan for pre and or post learning opportunities that engage students in high level depth of knowledge learning for those 3 field trips as measured by focus group data collection. By May 2015 the number of students participating in enrichment classes, that expose students to additional challenges and critical thinking opportunities beyond the school day, will increase by 50% (from 7% of student population to 14% student population) as measured by student enrollment.

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
1.0 Design and implement experiential learning strategies that actively involve all students in their education including opportunities for reflection and open ended collaboration in the classroom. 1.01 Create common agreements around experiential learning strategies by staff in alignment with Common Core. 1.02 Communicate to parent community and elicit feedback to help inform final agreements. 1.03 Review current and existing experiential learning strategies to determine alignment with shared agreements and to identify gaps or additional activities to expand on. 1.04 Identify resources to support and acquire (to include, but not limited to; manipulatives, leveled books, movies, videos, music, technology...etc.) to be housed in a location on campus to function as a community resource center for staff and parents.	2014-2015	Teachers, Support staff, Principal, Students and Parents / Guardians.	1.0.1	Collaboration... teacher release time and materials.	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	500.00
			1.0.4	Collaboration... teacher release time and materials, in addition to reconfiguring space.	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	500.00

Result Statements and Actions to be Taken to Reach This Tactic		Timeline	Person(s) Responsible	Proposed Expenditure(s)				
				Section	Resources	Type	Funding Source	Amount
	1.05 Create a Professional Learning Community to support the resource room and explore experiential learning strategies, including the identification of planning time and professional development needs for staff. 1.06 Implement experiential learning opportunities within the classroom that support critical thinking and problem solving skill development and enhance student learning 1.07 Continue to support current strategies and implement new strategies as identified. 1.08 Identify assessment methodologies to determine effectiveness of classroom experiential learning using data to inform modifications to practices							
1.1	Design and implement field experiences that actively engage students in contextualizing (or making meaning of) their classroom learning through exposure to challenges, opportunities for critical thinking and problem	2014-2015	Teachers, Support staff, Principal, Students and Parents / Guardians.	1.1.1	Collaboration... teacher release time and materials.	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	1000.00
				1.1.3	Collaboration... teacher release time and materials.	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	500.00

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
solving, and interactions with the environment. 1.1.1 Create common agreements and standard operating procedures around field experiences by staff in alignment with Common Core and open structured philosophy. 1.1.2 Communicate to parent community and elicit feedback to help inform development of agreements. 1.1.3 Create a Field Education Committee of teachers, parents and administration to review and discuss field experiences to ensure they are aligned to criteria based on common agreements 1.1.4 Review current and existing field experiences to determine alignment with shared agreements and to identify gaps or additional activities to expand on 1.1.5 Create a Learning Community including staff and parents to review resources necessary to support implementation of			1.1.5	Collaboration... teacher release time and materials. Possible training and coaching.			

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
field experiences including: planning time, costs, additional training, and volunteer support, guided by common agreements 1.1.6 Implement field experiences at each grade level that provide students with opportunities to explore their environment, think critically, and challenge themselves physically, mentally, and emotionally. 1.1.7 Meet in grade level teams annually to review field experiences and communicate any modifications to staff and parents.							

Planned Improvements in Student Performance

<div align="center"><u>Planned Improvements: Goal/Tactic #2</u></div>

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Character, Behaviors and Communication
District Strategy:
Strategy 3: We will ensure effective two-way communication that is honest transparent and timely to build trusting relationships and create a unified collaborative learning community.
Goal/Tactic #2:
We will build trusting relationships through identifying, modeling and integrating respectful collaboration in our community to ensure a healthy productive learning environment based upon our four behavioral standards.
Data Used to Form this Tactic During Strategic Planning:
The data the strategic planning team used to form this tactic consisted of interviews; observational data; student, staff, and family surveys and behavioral conduct data.
Findings from the Analysis of Current Data:
Not all data was refined or collected appropriately enough to report accuracy of growth in related objectives. During the 2013-14 school year there were 85 behavior incidents reported to the office (a combined total from Q and "Be Safe" forms). Of these 55 % occurred in the classroom and 45% on the playground. Indicators suggest that students are not self-regulating their behaviors inside and outside of the classroom. A model of our expectations and four behavioral standards / character traits needs focus and refinement. Staff will develop a plan for parents, students and staff to set ,monitor and reflect on behavioral goals. By collecting parent and student surveys we will be able to use data to help build trusting relationships and improved learning environment. Positive attendante reached 96.2% overall in 2013-2014, however we have seen an increase in student tardies in the 2013-14 school year with a daily average of 20 student tardies.   Based on the 2012-13 Healthy Kids Survey, parents and teachers agree that students taking responsibility for their actions is the weakest of our behavioral standards. 30% of students report that they did not Model responsibility 25% of teachers report that students did not model responsibility 37% of parents reported that students did not model responsibility Character education needs to be taught and modeling of how to take responsibility and monitor progress is critical in order for our students to further grow academically and behaviorally.

Related Objective and how it will be Measured:

All students, parents and staff will strive to consistently demonstrate Mission Avenue Open School's four behavorial standards to become respectful and responsible citizens in our school, community, and world. This will be measured by using focus group feedback; observational methods; classroom walkthroughs; peer reviews; teacher and student reflection; interviews;student, staff, and family surveys, data on student participation in classroom-school leadership opportunities and lastly student attendance and behavior data.

Revised Objective and mapping to 2017 goal:

By May 2015 students will take responsibility for the behavioral standards and the number of student suspensions will decrease by 15% from 1.2% to 1% as measured by Q and Dataquest.

By May of 2015 the percentage of our daily average attendance will increase by .25% (97.25% to 97.50%) as measured by Q data

By May 2015 Mission will reduce the number of tardies by 15% (from20 daily average to 18 daily average) as measured by attendance reports in Q.

The percentage of office referrals will decrease by 15% (from the current 85 to 73) as measured by BeSafe forms and Zangle data.

We will begin with baseline data from Gallup student survey

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
2.0 Define, teach, and model respectful communication, character development, and conflict resolution throughout the entire school community. 2.0.1 Create common agreements between staff, parents, and students around expectations for a respectful school community that support positive interactions and student development 2.0.2 Establish a committee to identify communication needs to support respectful interactions and implement an effective two way communication plan to include: • Norms for acceptable communication avenues for parents, staff, and students. • Opportunities for feedback and action • Use of relevant technology/social media to support communication 2.0.3 Establish a committee to identify and implement a school wide character education program that incorporates conflict	2014-2015	Teachers,students, administration, support staff (from within site and at district level), parents and community.	2.0.1	Staff release time, materials	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	1,500.00
			2.0.3	Positive behavior support assemblies, targeting low income and positive attendance / school support. possible coaching support for parent engagement	5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula Supplemental Grant (LCFF)	2,600.00
			2.0.4	Training support for parent engagement , PTA training modules through FACE department.	5000-5999: Services And Other Operating Expenditures	Local Control Funding Formula Supplemental Grant (LCFF)	1,800.00
			2.0.7	Teacher extra assignment pay	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	500.00

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
resolution, is aligned to common agreements, and engages all members of the Mission community (i.e. parents, staff, and students) in its practice 2.0.4 Identify training needs to implement and support our character education program including training for staff, parents, and students (Ie assemblies). 2.0.5 Identify student and parent leaders to support implementation of character education program. 2.0.6 Identify assessment measures to determine effectiveness program to create a respectful school the community and make modifications as needed. 2.0.7 Establish a committee to implement an accountability system to reward positive behaviors, address negative behaviors and provide feedback to the community.							

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
2.1 Implement a family engagement model that provides resources and support for families to be active participants in children's learning as it evolves over time. 2.1.1 Survey parents and staff to elicit feedback to determine what resources are helpful, beneficial, and effective for our school community 2.1.2 Create a committee of staff and current parents to develop a model for parent engagement that includes: • New family mentor program • Parent resource binder • Family Resource Center • Parent Workshops 2.1.3 Establish guidelines for mentoring program including identification and matching of families, new and existing, to participate in the mentoring program and provide opportunities for personalized interaction between mentor families (i.e. back to school barbeque, first day tea etc.) 2.1.4 Committee creates and	2014-15	Teachers, students, administration, support staff (from within site and at district level), parents and community.	2.1.1	Extra assignment pay	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	500.00
			2.1.4	Materials, supplies, time	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	500.00
			2.1.6	CCSS parent education seminar series	5800: Professional/Consulting Services And Operating Expenditures	Local Control Funding Formula Supplemental Grant (LCFF)	1,500.00

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
distributes a Parent resource binder to all new families that includes a parent, student, teacher compact that outlines commitments, responsibilities, and shared support of student learning and the Open Philosophy 2.1.5 Coordinate with the district Family and Community Engagement Office to assist in the design and establishment of a Community Resource Center at Mission 2.1.6 Design and implement workshops to support parent engagement (i.e. common core education, how to help with homework, conflict resolution, volunteer training, etc) 2.1.7 Review survey data and other data points annually to determine effectiveness of engagement program in improving student outcomes. Make modifications as needed							

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #3

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus: Effective Instructional strategies, assessment and technology integration
District Strategy:
Strategy 1: We will ensure all staff are implementing effective instructional strategies integrating technology and utilizing assessment data to actively engage each student to increase achievement on state standards 21st century skills and personal educational plans.
Goal/Tactic #3:
We will ensure all staff are implementing effective, student centered, interdisciplinary instructional strategies integrating technology and using assessment data in keeping with our Open Structure Philosophy and aligned to Common Core State Standards (CCSS).
Data Used to Form this Tactic During Strategic Planning:
Data used to form this tactic included CST trend analysis and disaggregated data, API, parent survey data, and ongoing formative classroom assessments.
Findings from the Analysis of Current Data:
MAP testing results (grades 3-6): 49% of all students in grades 3-6 met individual growth targets in reading as measured by the Spring 2014 MAP test Of the 12 ELL students in grades 3-6, 57% of them met individual growth targets in reading as measured by the Spring 2014 MAP test Of the 71 low SES students in grades 3-6, 44% of them met individual growth targets in reading as measured by the Spring 2014 MAP test   Running Records (grades K-2): 65% of all students in grades K-2 met "grade" text level target during the final 13-14 test cycle Of the 6 ELL students in grades K-2, 1 student met "grade" text level target during the final 13-14 test cycle Of the 23 low SES students in grade K-2, 50% of them met "grade" text level target during the final 13-14 test cycle   As we learn more and more about teaching in the Common Core State Standards, we can see that students will be expected to engage and show proficiency in critical thinking and problem solving. Teachers will need to address the learning needs of not just the students in our middle band but of the students performing above and below grade level. We know that different instructional strategies are needed to address the gaps n performance of socioeconomically disadvantaged students , students with disabilities and ELL students. Differentiation and personalizing students needs will assist in narrowing the achievement gap among our groups.

Related Objective and how it will be Measured:

All students will develop and apply critical thinking and problem-solving skills.

1. By May 2015, 70% of all students in grades 3-6 will meet individual growth targets in reading as measured by Spring 2015 Map test.

2. By May 2015, increase by 5% (from 65to 70%) the percentage of all K-2 students who met their "grade" text level target during the final 14-15 test cycle as measured by Running Records.

3. 65% of all ELL students will grow one or more CELDT levels as measured by the fall 2015 CELDT exam.

4. By May 2015, 65% of our lowest performers will make accelerated growth in reading as measured by the Spring 2015 MAP teat.

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
3.0 Implement effective interdisciplinary instruction, in a phase in model, aligned to CCSS and the Open Structure Philosophy. Ensure that new staff are supported and provided with information regarding instructional philosophy Identify and implement collaborative teams, with shared responsibility, to evaluate, identify, and agree on areas of alignment between current practices interdisciplinary practices, common core, and open philosophy Create vertical grade level and horizontal teams to revise and realign curricular materials and lessons to Common Core State Standards in alignment with common agreements Design a protocol for identifying curriculum and resources to support alignment of instruction to common core and open philosophy	2014-15	Teachers, Support staff, Principal, Students and Parents / Guardians.	3.0.2	Extra assignment pay for teachers in support of Critical Literacy, Word Work, Readers Workshop.	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	500.00
			3.0.3	Release days for teachers K-6 curriculum planning.	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	1,582.00
			3.0.6	CCSS Supplies and Materials to be used by Students and teachers in the Classroom (ie. Classroom Libraries)	4000-4999: Books And Supplies	Common Core Site Allocation	6855.00
			3.0.9	Consulting services for training on running record, word work, and or CL.	5800: Professional/Consulting Services And Operating Expenditures	Common Core Site Allocation	2,000.00
			3.0.10	Purchase identified technology and software by staff and instructional materials to be utilized by ELL and Low SES students	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	1000.00

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
Identify resources and professional learning opportunities necessary to support effective instruction.							
Obtain materials needed to supplement the curriculum based on the protocol, including alignment to critical literacy and common core							
Implement monthly "best practice" reviews that provide time for teachers to share examples of student work and best practices.							
Provide staff time for collaboration around effective instructional practices including opportunities to observe each other's lessons and co-teach.							
Provide staff wide training to develop shared common understanding of Common Core State Standards (CCSS)							
Implement instructional changes, based on team work, in a phase in model, across all grade levels							

Result Statements and Actions to be Taken to Reach This Tactic		Timeline	Person(s) Responsible	Proposed Expenditure(s)				
				Section	Resources	Type	Funding Source	Amount
	Develop and pilot common assessments, rubrics and tools to formatively and summatively assess proficiency on CCSS							
	Ensure that collaboration time is allotted to analyze the results of common assessments to guide on-going instruction.							
	Evaluate progress towards full implementation of CCSS, align to the Open Philosophy and determine modifications to implementation plan as necessary							
3.1	Implement evidence-based and differentiated instructional strategies to support student centered instruction, ensure equity, and close achievement gaps.	2014-15	Teachers, Support staff, Principal, Students and Parents / Guardians.	3.1.3	Targeted intervention materials. (leveled libraries, classroom and shared)	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	7,500.00
				3.1.9	Extra assignment pay for 1:1 after or before school tutoring of EL and Low SES students.	1000-1999: Certificated Personnel Salaries	Local Control Funding Formula Supplemental Grant (LCFF)	2,500.00
	Identify the achievement gaps and the target groups needing support.							
	Conduct a broad-based study to identify/evaluate information on each target group, including multiple measures and longitudinal							

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
data.							
Use information about a student's needs based on their socioeconomic status, cultural background, ethnic diversity, and special needs to accelerate learning and further personalize instruction.							
Research, identify, and prioritize evidence-based and differentiated instructional strategies that show the highest effect on student growth for each target group.							
Identify current instructional strategies that are in place and those that need to be implemented.							
Determine systemic implementation needs such as communication, resources, training model, and current exemplars, using the evidence-based strategies.							
Develop (and implement) an implementation plan based on assessed and prioritized needs and provide training to ensure equity of implementation for all classes.							

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
Monitor Progress towards implementation of strategies and make modification as needed							
Implement one on one instructional time for students of low income and English Language Learning needs.							
3.2 Integrate appropriate technology resources to support effective instruction and student learning 3.2.1 Create a representative team of staff, students, and parents to establish and guide an on-going technology integration plan based on student learning objectives and common core standards 3.2.2 Develop a phase-in model to implement the hardware and software identified by the Technology Team to support effective integration 3.2.3 Implement an on-going cycle of professional learning and support that includes	2014-15	Teachers, Support staff, Principal, Students and Parents / Guardians.	3.2.5	CCSS aligned online curricular resources (Moby Max, Raz Kids etc)	4000-4999: Books And Supplies	Local Control Funding Formula Supplemental Grant (LCFF)	500.00

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount
integration of appropriate technology tools to redefine instruction and hardware and software support at the classroom level 3.2.4 Establish on-going pilot program to identify emerging instructional technology practices and available resources to support effective integration 3.2.5 Identify and implement student technology standards for categories of software and applications based upon the Common Core State Standards, ISTE NETs, and 21st Century Skills 3.2.6 Implement a comprehensive digital citizenship and cybersafety plan across all grade levels using internal and district resources 3.2.7 Monitor progress towards implementation and make modifications as necessary to support effective and updated integration of technology							

Planned Improvements in Student Performance

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus:
District Strategy:
Goal/Tactic #4:
Data Used to Form this Tactic During Strategic Planning:
Findings from the Analysis of Current Data:
Related Objective and how it will be Measured:

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #5

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus:
District Strategy:
Goal/Tactic #5:
Data Used to Form this Tactic During Strategic Planning:
Findings from the Analysis of Current Data:
Related Objective and how it will be Measured:

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount

Planned Improvements in Student Performance

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus:
District Strategy:
Goal/Tactic #6:
Data Used to Form this Tactic During Strategic Planning:
Findings from the Analysis of Current Data:
Related Objective and how it will be Measured:

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #7

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus:
District Strategy:
Goal/Tactic #7:
Data Used to Form this Tactic During Strategic Planning:
Findings from the Analysis of Current Data:
Related Objective and how it will be Measured:

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount

Planned Improvements in Student Performance

Planned Improvements: Goal/Tactic #8

The School Site Strategic Planning Team and Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet academic performance index (API) and adequate yearly progress growth (AYP) targets. As a result, it has adopted the following tactics, results statements, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

Focus:
District Strategy:
Goal/Tactic #8:
Data Used to Form this Tactic During Strategic Planning:
Findings from the Analysis of Current Data:
Related Objective and how it will be Measured:

Result Statements and Actions to be Taken to Reach This Tactic	Timeline	Person(s) Responsible	Proposed Expenditure(s)				
			Section	Resources	Type	Funding Source	Amount

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	**Allocation**	**Balance (Allocations-Expenditures)**
Local Control Funding Formula Supplemental Grant	24,982	0.00
Common Core Site Allocation	8,855	0.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Funding Source	Object Type	Total Expenditures
Common Core Site Allocation	4000-4999: Books And Supplies	6,855.00
Common Core Site Allocation	5800: Professional/Consulting Services And Operating	2,000.00
Local Control Funding Formula Supplemental Grant (LCFF)	1000-1999: Certificated Personnel Salaries	9,582.00
Local Control Funding Formula Supplemental Grant (LCFF)	4000-4999: Books And Supplies	9,500.00
Local Control Funding Formula Supplemental Grant (LCFF)	5000-5999: Services And Other Operating Expenditures	4,400.00
Local Control Funding Formula Supplemental Grant (LCFF)	5800: Professional/Consulting Services And Operating	1,500.00

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:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Dina Winston	[ ]	[ ]	[ ]	[X]	[ ]
Lisa Cannon-Wheeler	[ ]	[ ]	[ ]	[X]	[ ]
Brandi Richards	[ ]	[ ]	[ ]	[X]	[ ]
Kathleen Maloney- up for re-election	[ ]	[ ]	[ ]	[X]	[ ]
Open position pending election	[ ]	[ ]	[ ]	[X]	[ ]
Lorna Lindstrom	[ ]	[X]	[ ]	[ ]	[ ]
Dionne Collins	[ ]	[X]	[ ]	[ ]	[ ]
Nancy Carter	[ ]	[X]	[ ]	[ ]	[ ]
Melinda Livermore	[ ]	[X]	[ ]	[ ]	[ ]
Amberlee Townsend-Snider	[X]	[ ]	[ ]	[ ]	[ ]
Numbers of members of each category:	1	3	1	5	0

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:

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

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

3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply):**

    [ ]   State Compensatory Education Advisory Committee
    [ ]   English Learner Advisory Committee

4. 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.

5. 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.

6. This SPSA was adopted by the SSC at a public meeting on .

Attested:

Amberlee Townsend-Snider
_____   _____   _____
Typed Name of School Principal   Signature of School Principal   Date

_____   _____   _____
Typed Name of SSC Chairperson   Signature of SSC Chairperson   Date

Mission Avenue Open Elementary School's Parent Involvement Policy

At Mission Avenue Open School we are committed to the idea that parents are an integral part of the learning experience, both inside and outside the classroom. Learning is best accomplished when teachers, parents, and students work as a team. Hand in hand, as part of the team making academic choices, setting goals, and evaluating progress, students become responsible lifelong learners.

Volunteer hours at Mission are very important to the students, the teachers and the Mission community. We ask that each family donate two hours each week / child towards volunteering. The teachers at Mission appreciate the myriad of ways that families help them whether it's with homework grading, assembling art project packages, participating in field experiences, or working in the classroom. All volunteers must sign in to the school office and arrange (in advance) with the teacher the work that will be done.

Some teachers have a log book in their classrooms for parents and guardians to log in hours. Each form will captures one week of volunteer hours that should be logged as soon as possible.

If parents or family members are chaperoning on a field trip we require that they complete all volunteer paperwork in the office. Additionally, if they will be supervising a child other than your own we also require them to be fingerprinted. The San Juan Unified School District provides these services at NO cost. We encourage any parent planning to volunteer to complete the paperwork and fingerprinting early as the fingerprints can be unexpectedly delayed. If volunteers are needed for driving, parents will also need to complete the appropriate forms and have them on file in the front office at least 2 weeks prior to the field trip.

We are committed to the Open Philosophy because we know that it works and we believe it is whats best for our children. We welcome the participation of all families who embrace this philosophy, who recognize the remarkable, exciting, and distinguished learning community we've created at Mission Avenue Open School.

Mission Avenue Open Elementary School's Parent Compact

Annual Program Evaluation for 2014-15 Goals & Actions

Planned Improvement Goal #1:
We will provide hands-on experiential learning opportunities to engage and inspire students, using constructivist strategies both in and beyond the classroom.

Related Objective and how it will be Measured:
We will provide hands-on experiential learning opportunities to engage and inspire students, using constructivist strategies both in and beyond the classroom. All students will be able to demonstrate their learning in a creative, expressive, and confident manner. All students will develop and apply critical thinking and problem-solving skills

Revised Objective:

By May 2015 the percentage of students who participate in at least one grade level experiential learning opportunity / field trip (including post learning reflections) will increase by 5% , (from 82% to 87%) as measured by school site participation data.

By May 2015 100% of all grade levels K-6 will assess and align at least 3 experiential learning opportunities (field trips) with the CCSS and plan for pre and or post learning opportunities that engage students in high level depth of knowledge learning for those 3 field trips as measured by focus group data collection.

By May 2015 the number of students participating in enrichment classes, that expose students to additional challenges and critical thinking opportunities beyond the school day, will increase by 50% (from 7% of student population to 14% student population) as measured by student enrollment.

Data: Analysis/Findings:
Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	Jan-June	
Design and implement field experiences that actively engage students in contextualizing (or making meaning of) their classroom learning through exposure to challenges, opportunities for critical thinking and problem solving, and interactions with the environment. 1.1.1 Create common agreements and standard operating procedures around field experiences by staff in alignment with Common Core and open structured philosophy. 1.1.2 Communicate to parent community and elicit feedback to help inform development of agreements. 1.1.3 Create a Field Education Committee of teachers, parents and administration to review and discuss field experiences to ensure they are aligned to criteria based on common agreements 1.1.4 Review current and existing field experiences to determine alignment with shared agreements and to identify gaps or additional activities to expand on 1.1.5 Create a Learning Community including staff and parents to review resources necessary to support implementation of field experiences including: planning time, costs, additional training, and volunteer support, guided by common agreements 1.1.6 Implement field experiences at each grade level that provide students with opportunities to explore their environment, think critically, and challenge themselves physically, mentally, and emotionally. 1.1.7 Meet in grade level teams annually to review field experiences and communicate any modifications to staff and parents.			

Planned Improvement Goal #2:
We will build trusting relationships through identifying, modeling and integrating respectful collaboration in our community to ensure a healthy productive learning environment based upon our four behavioral standards.

Related Objective and how it will be Measured:
All students, parents and staff will strive to consistently demonstrate Mission Avenue Open School's four behavorial standards to become respectful and responsible citizens in our school, community, and world. This will be measured by using focus group feedback; observational methods; classroom walkthroughs; peer reviews; teacher and student reflection; interviews;student, staff, and family surveys, data on student participation in classroom-school leadership opportunities and lastly student attendance and behavior data.

Revised Objective and mapping to 2017 goal:

By May 2015 students will take responsibility for the behavioral standards and the number of student suspensions will decrease by 15% from 1.2% to 1% as measured by Q and Dataquest.

By May of 2015 the percentage of our daily average attendance will increase by .25% (97.25% to 97.50%) as measured by Q data

By May 2015 Mission will reduce the number of tardies by 15% (from20 daily average to 18 daily average) as measured by attendance reports in Q.

The percentage of office referrals will decrease by 15% (from the current 85 to 73) as measured by BeSafe forms and Zangle data.

We will begin with baseline data from Gallup student survey

Data: Analysis/Findings:
Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	

Actions to be Taken to Reach This Goal (Do Not Edit)	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	
Implement a family engagement model that provides resources and support for families to be active participants in children's learning as it evolves over time. 2.1.1 Survey parents and staff to elicit feedback to determine what resources are helpful, beneficial, and effective for our school community 2.1.2 Create a committee of staff and current parents to develop a model for parent engagement that includes: • New family mentor program • Parent resource binder • Family Resource Center • Parent Workshops 2.1.3 Establish guidelines for mentoring program including identification and matching of families, new and existing, to participate in the mentoring program and provide opportunities for personalized interaction between mentor families (i.e. back to school barbeque, first day tea etc.) 2.1.4 Committee creates and distributes a Parent resource binder to all new families that includes a parent, student, teacher compact that outlines commitments, responsibilities, and shared support of student learning and the Open Philosophy 2.1.5 Coordinate with the district Family and Community Engagement Office to assist in the design and establishment of a Community Resource Center at Mission 2.1.6 Design and implement workshops to support parent engagement (i.e. common core education, how to help with homework, conflict resolution, volunteer training, etc) 2.1.7 Review survey data and other data points annually to determine effectiveness of engagement program in improving student outcomes. Make modifications as needed			

Planned Improvement Goal #3:
We will ensure all staff are implementing effective, student centered, interdisciplinary instructional strategies integrating technology and using assessment data in keeping with our Open Structure Philosophy and aligned to Common Core State Standards (CCSS).

Related Objective and how it will be Measured:
All students will develop and apply critical thinking and problem-solving skills.

1. By May 2015, 70% of all students in grades 3-6 will meet individual growth targets in reading as measured by Spring 2015 Map test.

2. By May 2015, increase by 5% (from 65to 70%) the percentage of all K-2 students who met their "grade" text level target during the final 14-15 test cycle as measured by Running Records.

3. 65% of all ELL students will grow one or more CELDT levels as measured by the fall 2015 CELDT exam.

4. By May 2015, 65% of our lowest performers will make accelerated growth in reading as measured by the Spring 2015 MAP teat.

Data: Analysis/Findings:
Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	

Actions to be Taken to Reach This Goal *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	
Implement evidence-based and differentiated instructional strategies to support student centered instruction, ensure equity, and close achievement gaps.			
Identify the achievement gaps and the target groups needing support.			
Conduct a broad-based study to identify/evaluate information on each target group, including multiple measures and longitudinal data.			
Use information about a student's needs based on their socioeconomic status, cultural background, ethnic diversity, and special needs to accelerate learning and further personalize instruction.			
Research, identify, and prioritize evidence-based and differentiated instructional strategies that show the highest effect on student growth for each target group.			
Identify current instructional strategies that are in place and those that need to be implemented.			
Determine systemic implementation needs such as communication, resources, training model, and current exemplars, using the evidence-based strategies.			
Develop (and implement) an implementation plan based on assessed and prioritized needs and provide training to ensure equity of implementation for all classes.			
Monitor Progress towards implementation of strategies and make modification as needed			
Implement one on one instructional time for students of low income and English Language Learning needs.			

Actions to be Taken to Reach This Goal *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	
Integrate appropriate technology resources to support effective instruction and student learning 3.2.1 Create a representative team of staff, students, and parents to establish and guide an on-going technology integration plan based on student learning objectives and common core standards 3.2.2 Develop a phase-in model to implement the hardware and software identified by the Technology Team to support effective integration 3.2.3 Implement an on-going cycle of professional learning and support that includes integration of appropriate technology tools to redefine instruction and hardware and software support at the classroom level 3.2.4 Establish on-going pilot program to identify emerging instructional technology practices and available resources to support effective integration 3.2.5 Identify and implement student technology standards for categories of software and applications based upon the Common Core State Standards, ISTE NETs, and 21st Century Skills 3.2.6 Implement a comprehensive digital citizenship and cybersafety plan across all grade levels using internal and district resources 3.2.7 Monitor progress towards implementation and make modifications as necessary to support effective and updated integration of technology			

Planned Improvement Goal #4:

Related Objective and how it will be Measured:

Data: Analysis/Findings:
Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	

Planned Improvement Goal #5:

Related Objective and how it will be Measured:

Data: Analysis/Findings:
Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	

Planned Improvement Goal #6:

Related Objective and how it will be Measured:

Data: Analysis/Findings:
Please report student achievement based on the latest assessments in respect to the identified measures noted above

Please report progress in actions implemented this year:

Actions to be Taken to Reach This Goal *(Do Not Edit)*	Progress in Actions		Additions/Modifications based on Findings
	Aug-Jan	**Jan-June**	