

School Year: **2022-23**



# 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
Howe Avenue Elementary School	34-67447-6034623	May 25, 2022	June 28th 2022

## 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

Comprehensive Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. This document also serves as the Comprehensive Support and Improvement Plan.

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. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

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.

### Comprehensive Support and Improvement - District Level Plan

San Juan Unified School District supports schools identified for Comprehensive Support and Improvement using the Continuous Cycle of Improvement model around improving all systems designed to support positive student outcomes. Each identified CSI school has a district sponsorship team consisting of district leaders from the Division of Teaching and Learning and labor management leaders from San Juan Teacher's Association (SJTA). The sponsorship team work collaboratively with the site's leadership team to support the processes of comprehensive needs assessment, development of the SPSA, and systems of monitoring progress. Sponsorship teams or representatives from the sponsorship teams will meet regularly with site leaders to support needs to help identify resources to support the goals of the school, provide technical assistance around CSI guidelines, and attend check in meetings. In addition, SJUSD has contracted with an outside consultant to provide professional development to lead site teams through the network improvement community work (NIC) to build internal capacity around improvement science work.

The School Site Council, English Learner Advisory Committee and Site Leadership teams played a critical role in providing input, assessing needs and identifying resource inequities. Each site met at least 5 times with stakeholder groups to develop the CSI plan in conjunction with planning and developing their School Plans for Student Achievement (SPSA.) Groups reviewed data, identified gaps and collaborated around the identification of resource inequities and how to address them. Transparency around budgets and funding sources was provided.

(Data and information) Each site used data relevant to their identification as a school receiving Comprehensive Support and Improvement resources. Data included: CA School Dashboard Academic and Engagement indicators from 2019-20, Annual Parent Climate Survey, Attendance Rates, Current suspension data, engagement with distance learning, report card and local assessment data. Stakeholder groups recognized that the data is impacted by distance learning and COVID 19 ramifications.

(Evidence-based) Site and district leadership examined effective practices around professional learning and effective engagement strategies using experts from Carnegie and West Ed. Sites conducted Empathy Gathering and Listening Circles to begin the Cycle of Continuous Improvement. Howe Avenue is exploring mentor programs to support target groups in improved engagement and attendance practices. La Vista is continuing to implement Positive Behavior Intervention Supports (PBIS) and Restorative Practices.

Each site adjusted their plans to address resource inequities related to engagement in distance learning and mitigating learning loss. Actions are designed to promote attendance and engagement

through innovative teaching strategies, intervention, effective communication and support with technology. Providing instruction through a virtual model is new and teachers are adjusting to the shift. More resources and strategies for meeting student's academic and socio-emotional needs through a virtual platform are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical. Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps. While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have been provided the training they need in order to use the technology effectively.

### Monitoring and Evaluating Effectiveness

The sponsorship team (refer to the support section for more information) and the site administrator will meet every 8-12 weeks to review the data and monitor the progress of the work. School Site Council, Site Leadership Teams and English Learner Advisory Committee will monitor implementation of actions and expenditures.

# Table of Contents

SPSA Title Page .....	1
Purpose and Plan Summary .....	1
Table of Contents.....	4
Stakeholder Involvement .....	4
Resource Inequities .....	5
Goals, Strategies, & Proposed Expenditures.....	7
SPSA/Goal 1 .....	7
SPSA/Goal 2.....	14
SPSA/Goal 3.....	19
SPSA/Goal 4 .....	27
Budget Summary .....	30
Budget Summary .....	30
Other Federal, State, and Local Funds .....	30
Budgeted Funds and Expenditures in this Plan.....	31
Funds Budgeted to the School by Funding Source.....	31
Expenditures by Funding Source .....	31
Expenditures by Budget Reference .....	31
Expenditures by Budget Reference and Funding Source .....	32
Expenditures by Goal.....	33
School Site Council Membership .....	34
Recommendations and Assurances .....	35

## 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

#### Parents and Community

School Site Council participated in a Comprehensive Needs Assessment and development of SPSA. The Howe Elementary School Site Council met 6 times consists of teachers, parents, community members and the principal. The Council met review the data, and to identify priority areas and actions.

A Needs Survey for the 21-22 school year was completed in April 2022. Students, staff and parents were surveyed. They ranked their top areas of need in the following areas: academic programs, healthy environments for social emotional growth, clear pathways to bright futures, and connecting school communities. The following themes emerged:

#### Parents

1. After school clubs and sports

2. School communication
3. Writing Instruction
4. Field trips
5. Health and nutrition education

#### Students

1. Field trips
2. Playground equipment
3. Community garden
4. After school sports
5. After school clubs

#### Staff

1. Counseling for students/parents
2. Student safety
3. Extracurricular after school activities
4. Field trips
5. Family supports (food/housing/transportation/laundry)

The Howe Elementary ELAC consists of teachers, parents, community members and the principal. The ELAC meets throughout the year to review the data, and to identify priority areas and actions. After school tutoring and English classes for parents were the top needs from the EL Needs Assessment. Our SLT met monthly and voiced concern about attendance, behavior, equity for African American students and reading achievement. The team analyzed attendance, behavior, text level and iReady data. Involvement with developing the School Plan began in the winter of school year 2021-22. Site Leadership teams, School Site Council and our English Learner Advisory Committee evaluated the current SPSA to determine if actions had been effective. Each group noted the success of building relationships with our students and families, our return to in person learning, support given to families in need (i.e. tech support, food to learn, etc...)

#### Empathy Gathering

Listening Sessions were held with students to better understand physical aggression on the playground. Students reported long lines to play tetherball, students not following the rules of the game, and a lack of sportsmanship during games which lead to physical aggression. Students indicated a desire for an alternative recess area where students could play board games, use sensory fidgets or listen to calming music in lieu of being on the playground.

## Resource Inequities

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

Through the Comprehensive Needs Assessment process with a focus on the current situation of distance learning and uncertainty student's academic progress and social-emotional well-being, the focus of this plan is to address resource inequities related to supporting students return to in-person instruction and preparing them to meet grade level standards.

We have learned in surveying students, parents and staff that there is a need to support students in social emotional competencies, engagement, reading achievement, and in differentiation. Students

need support with motivation, self-awareness, self-management skills, and a connectedness to school. Academically students need instructional supports in reading and intervention. We found the following resource inequities.

Based on the data analysis, root cause analysis, review of budgets and schedules, the following resource inequities were identified:

1. Hire a School Community Resource Assistant - Spanish to support our Hispanic/Latino population with attendance and academic resources.
2. Hire a Campus Monitor to provide an alternative recess for students who do not wish to be on the playground or are unable to be safe on the playground.
3. Hire a School Social Worker who can support students and families with social emotional needs plus assist families with access to community resources.
4. Partner with World Relief to provide direct support to our refugee families
5. Continue our partnership with NEU networks and provide staff with professional development on "culture of universal achievement."
6. Provide students with funding for field trips to expand learning opportunities
7. Additional intervention teachers to support reading instruction.

Actions are designed to address resource inequities.

# 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

Connected School Communities

## 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 our school has to offer.

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Attendance data was monitored daily. Attendance clerk ran a daily report showing students who had been absent for the last three days, and ran a report on Fridays to indicate who had been absent all week. Administrator met with district attendance worker to review data every two weeks.

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

Phone calls were made to families of students who were on the 3 and 5 day list to determine reason for absence and to provide support for student to return to school. This process allowed us to review attendance records and engage in timely outreach to families where the student was chronically absent.

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

The 3 and 5 day phone calls indicated that families were unaware of the process for students to show a negative covid test to return to school. The original county covid decision tree stated that students could return to school after 10 days of being symptom free or earlier with a negative covid test. The 3 and 5 day phones demonstrated that we needed provide parent education regarding covid testing available at school and other locations around the district. Once parents were able to access testing, student attendance improved.

**2021-22  
Identified Need**

Based on data collection of surveys and attendance, there is an identified need to focus on student attendance.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Attendance Rates (Non Covid Absences and Chronically Absent)	<p>Non Covid Related Absences  Overall 93.14%  English Learner 93.79%  SES 92.88%  Homeless 92.7%  Foster Youth NA  Students with Disabilities 94.2%  African American 96.29%  Hispanic/Latino 89.66%  White 93.54%</p> <p>Chronically Absent (Semester One)  Overall 47.8%  English Learner 36.9%  SES 43.6%  Homeless 71.7%  Foster Youth NA  Students with Disabilities 64.6%  African American 64.6%  Hispanic/Latino 62.3%  White 47.2%</p>	<p>Improve Non Covid Related Absences by 1% for each sub-group</p> <p>Reduce Chronic Absenteeism by 5% for each sub-group</p>



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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Contracts to engage partners with mentorship programs, parent involvement and professional learning and extra support for high need population	All Students X English Learners X Low-Income Students Foster Youth Other	Principal and Leadership Team	Other 5800: Professional/Consulting Services And Operating Expenditures	35,000	22-23 School Year
1.2	Hold monthly parent meetings to solicit feedback on academic, social emotional programs plus school safety.	X All Students English Learners Low-Income Students Foster Youth Other	Principal		0.00	22-23 School Year
1.3	School Community Resource Assistant - (Farsi) to build community connections and support families with attendance,	All Students X English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	30,131 12,975	22-23 School Year

	primary language support, and access to school and community resources.			3000-3999: Employee Benefits		
1.4	Provide additional hours for clerk and attendance clerk to engage with families and students.	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries Other	19,433 5,886	22-23 School Year
1.5	School Community Resource Assistant - (Spanish) to build community connections and support families with attendance, primary language support, and access to school and community resources.	All Students X English Learners Low-Income Students Foster Youth Other	Administrator	Other 2000-2999: Classified Personnel Salaries Other 3000-3999: Employee Benefits	37,968 15,503	22-23 School Year

1.6	Purchase school spirit items to increase connected to school	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	Other 4000-4999: Books And Supplies	15,000	School Year 2022-23
1.7	Create and maintain equitable avenues of two-way communication and feedback systems between school personnel and families (Talking Points app and Smore)	All Students X English Learners X Low-Income Students Foster Youth Other	Principal	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures	8000.00	22-23 School Year
1.8	Provide primary language support to parents and families by securing interpreters for events, meetings, and regular	All Students X English Learners Low-Income Students Foster Youth Other	Principal and ELD Team		0.00	22-23 School Year

	communication					
1.9	Involve all educational partners in creating a school mural that reflects the diversity of our school	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Other 4000-4999: Books And Supplies	10,000	22-23 School Year
1.10	Engage in family outreach through family nights and staff outreach.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	Title I Part A Parent Involvement 4000-4999: Books And Supplies Title I Part A Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries	3,450 5,000 4,384	22-23 School Year



# 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: 2021-22

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

## ANALYSIS

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

Student behavior data was analyzed in SWIS by the PBIS team every month to review behavior trends. SABERS was completed by the staff in the fall to determine need for behavioral and social emotional support. All grades and subgroups struggled with physical aggression on the playground.

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

Additional rec aides helped to support student supervision. Rec aides were somewhat effective in assisting with student behavior.

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

Rec aides struggled to support students with challenging behaviors. Training was provided to support the rec aides with deescalation. Rec aides also were part of the PBIS reteaching of the playground rules.

**2021-22**

**Identified Need**

Refocus our efforts with PBIS including data collection, reporting, tier 1, 2, and 3 strategies. Attend PBIS training.  
 Increase restorative practices  
 Increase supervision so students can participate in an alternative recess experience  
 Hire a school social worker to support students and families with social emotional needs and access to community resources

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Referrals to School Administration	59% of incidents were physical aggression and 44% of incidents occurred on the playground	Reduce number of referrals to the office for physical aggression
Overall suspension rate for semester 1	1.37%	Maintain suspension rate
African American suspension rate for semester 1	5.44%	Reduce to be in alignment with overall rate
Students with Disabilities suspension rate for semester 1	7.06%	Reduce to be in alignment with overall rate

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	Utilize additional recess hours to increase positive choices on the playground and reduce student referrals/suspension.	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified	3,412 1,034	22-23 School Year

				Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
2.2	Hire a school social worker to support students and families with social emotional needs and access to community resources FTE 1.0	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	Other 1000-1999: Certificated Personnel Salaries Other 3000-3999: Employee Benefits	91,510  19,746	22-23 School Year
2.3	Employ campus monitor 1.0 FTE	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	Other 2000-2999: Classified Personnel Salaries Other 3000-3999: Employee Benefits	25,393.00  10,368	22-23 school year



2.4	Purchase materials and supplies, for students to further implement the philosophies of No Excuses University, thus promoting connectedness to school and getting students excited about college and career readiness	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	Title I Part A Site Allocation 5800: Professional/Consulting Services And Operating Expenditures	1,150	22-23 School Year
2.5	Employ 1.0 campus monitor and .9375 campus representative	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	50,914 43,243	22-23 School Year
2.6	Students will be recognized	X All Students English Learners	Admin, Behavior	Other	10,000	22-23 School Year

	and celebrated for academic performance and behavior improvement using Positive Behavior Supports. Materials and supplies will be purchased to support student behavioral and academic goals.	Low-Income Students Foster Youth Other	Intervention Teacher	4000-4999: Books And Supplies		
2.7		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 Academic Programs

## 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

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

# Annual Review

## SPSA Year Reviewed: 2021-22

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

## ANALYSIS

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

Text levels (3x per year), iReady (2x per year), ELPAC (1 x per year), local assessment to determine need for intervention needs (4 x per year)

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

Designated ELD groups provided students with targeted instruction at their level of need. Students Intervention program provided students with access to reading foundation skill lessons which were missed during distance/hybrid learning. New reading intervention materials were purchased during the last school year which supported students with phonemic awareness and phonics skills.

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

Student intervention and ELD groups were adjusted four times during the year based on student academic need.

**2021-22**

**Identified Need**

Based on data such as text levels, SBAC scores, iReady, and ELPAC there is still a need to focus on engaging academic programs.

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2022 Text Level	17.5% at or above grade level	20% at or above grade level
Winter 2022 iReady Reading	13.2% at or above grade level	15% at or above grade level
ELPAC 2022 Overall	39.1% at or above proficiency	Increase % of student scoring 3 and 4. Decrease Levels of students scoring 1 and 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
3.1	Utilize an Administrative Instructional Specialist to support teachers, staff, principal and students in teaching and learning.	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	160202	School year 2022-23

3.2	Order technology expand learning, engagement, and intervention opportunities through by integrating technology into instruction.	X All Students English Learners Low-Income Students Foster Youth Other	Admin/Teachers	Comprehensive Support and Improvement (CSI) 4000-4999: Books And Supplies	25,000	School year 2022-23
3.3	Hire 4 intervention teacher to lower class sizes during common intervention times and provide a targeted, systematic intervention program.	All Students X English Learners X Low-Income Students X Foster Youth Other	Admin	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	334,500 149,792	School year 2022 - 23
3.4	Order materials, supplies, technology and supplemental books for teachers to assist/improve	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Comprehensive Support and Improvement (CSI)	75,000	School year 2022-23

	instruction in the areas of Common Core State Standards instruction, Integrated/Designated English Language Development, Math, and targeted interventions and supplemental programs.			4000-4999: Books And Supplies		
3.5	Provide teachers with release time to engage in collaboration, professional learning, and student assessment.	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	45,674.00	School year 2022-23
3.6	Purchase site licenses as needed to supplement implementation of Common Core State Standards,	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting	25,000	School year 2022-23

	Social Emotional Learning and NEU exceptional systems Order online subscriptions digital to expand learning, engagement, and intervention opportunities			Services And Operating Expenditures		
3.7	Send teachers/admin to NEU conference to provide professional learning for systems and curriculum which lead to high student academic achievement	X All Students English Learners Low-Income Students Foster Youth Other	Admin/Teachers	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating Expenditures	10,000	School year 2022-23
3.8	Provide students with field trips and assemblies for in-person, real	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Teachers	Comprehensive Support and	43,106	school year 2022-23

	world learning experiences			Improvement (CSI) 5000-5999: Services And Other Operating Expenditures		
3.9		All Students English Learners Low-Income Students Foster Youth Other				
3.10	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 5.0 FTE ELD Teachers	All Students X English Learners Low-Income Students Foster Youth Other	EL Program Manager ELD Teacher(s)	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	576,480	School year 2022 - 23
3.11	Provide primary language support to EL	All Students X English Learners Low-Income Students Foster Youth	Admin, Teachers, Bilingual	LCFF Supplemental English	124,708	School year 2022 - 23



	students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. 4.0 FTE BIAs	Other	Instructional Assistants	Learner Central 2000-2999: Classified Personnel Salaries		
3.12		All Students English Learners Low-Income Students Foster Youth Other				
3.13	Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher	X All Students English Learners Low-Income Students Foster Youth X Other	Academic Coach	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation	91,000 34,474	School year 2022 - 23

observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting).  
1.0 FTE Coach

3000-3999:  
Employee  
Benefits

# 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: 2021-22

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

## ANALYSIS

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

Annual school survey

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

NEU college and career readiness lessons supporting students with understand the pathways to college and career; counselor provided in-person lessons which demonstrated how to access and succeed in high school and college

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

Added college week during November conferences so students could learn more about possible opportunities

## 2021-22

## Identified Need

Based on data such as surveys there is a continual need to focus on clear pathways to bright futures.

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2021-22	Expected Outcome 2022-23
Winter 2022 School Survey - College and Career - Students know what classes to pass to graduate high school.	66% of parents strongly agree/agree 76.2% of students strongly agree/agree	Increase to 80% strongly agree/agree
Winter 2022 School Survey - College and Career - Students and parents know the kinds of courses they need to pass to be prepared for college.	70% of parents strongly agree/agree 77.4% of students strongly agree/agree	Increase to 80% strongly agree/agree

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	After school music, drama and sports enrichment	X All Students X English Learners X Low-Income Students X Foster Youth Other	Teachers	Other	45,000	School year 2022-23
4.2	Provide additional high, middle school and K-8 school counseling services for parents and students in the	X All Students English Learners Low-Income Students Foster Youth Other	School Counselor	Title I Part A Site Allocation 1000-1999: Certificated	86,721 47,833	School year 2022-23

areas of education and career planning, student performance, personal and social relations, and parent and family relations.

Personnel Salaries  
Title I Part A Site Allocation  
3000-3999:  
Employee Benefits

## Centralized Services for Planned Improvements in Student Performance

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

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date Completion Date	Proposed Expenditures	Estimated Cost	Funding Source (itemize for each source)
<ol style="list-style-type: none"> <li>1. Summer Programs</li>   <li>2. Intervention</li>   <li>3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</li>   <li>4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</li> </ol>	<p>School year 2022-23</p> 	<p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p>	<p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p>	<p>Title I</p> 

# 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	\$847,084.00
Total Federal Funds Provided to the School from the LEA for CSI	\$339,882.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,333,990.00

## 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 (\$)
Comprehensive Support and Improvement (CSI)	\$186,106.00

Subtotal of additional federal funds included for this school: \$186,106.00

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 (\$)
	\$0.00
LCFF Supplemental Centralized Services (District Only)	\$163,614.00
LCFF Supplemental English Learner Central	\$701,188.00
LCFF Supplemental Site Allocation	\$114,624.00
Other	\$321,374.00
Title I Part A Parent Involvement	\$12,834.00
Title I Part A Site Allocation	\$834,250.00

Subtotal of state or local funds included for this school: \$2,147,884.00

Total of federal, state, and/or local funds for this school: \$2,333,990.00

# 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	114,624.00	0.00
LCFF Supplemental English Learner Central	701,188	0.00
LCFF Supplemental Centralized Services (District Only)	163,614	0.00
Title I Part A Site Allocation	834,250.00	0.00
Title I Part A Parent Involvement	12,834.00	0.00
Comprehensive Support and Improvement (CSI)	339,882	153,776.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Comprehensive Support and Improvement (CSI)	186,106.00
LCFF Supplemental Centralized Services (District Only)	163,614.00
LCFF Supplemental English Learner Central	701,188.00
LCFF Supplemental Site Allocation	114,624.00
Other	321,374.00
Title I Part A Parent Involvement	12,834.00
Title I Part A Site Allocation	834,250.00

## Expenditures by Budget Reference

Budget Reference	Amount
	5,886.00
1000-1999: Certificated Personnel Salaries	1,420,602.00
2000-2999: Classified Personnel Salaries	262,862.00
3000-3999: Employee Benefits	333,934.00
4000-4999: Books And Supplies	138,450.00



5000-5999: Services And Other Operating Expenditures	53,106.00
5800: Professional/Consulting Services And Operating Expenditures	74,150.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	100,000.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	53,106.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	33,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	160,202.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	3,412.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	576,480.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	124,708.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	71,381.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	43,243.00
	Other	45,000.00
	Other	5,886.00
1000-1999: Certificated Personnel Salaries	Other	91,510.00
2000-2999: Classified Personnel Salaries	Other	63,361.00
3000-3999: Employee Benefits	Other	45,617.00
4000-4999: Books And Supplies	Other	35,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	35,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	4,384.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	3,450.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Parent Involvement	5,000.00

1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	588,026.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	245,074.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	1,150.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	202,730.00
Goal 2	256,770.00
Goal 3	1,694,936.00
Goal 4	179,554.00

# 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

Name of Members	Role
Cassidy Butler	Principal
Melissa Hamilton	Classroom Teacher
Elena Daniel	Classroom Teacher
Justyn LeDrew	Classroom Teacher
Parwez Ahang	Other School Staff
Fazal Himat	Parent or Community Member
Soma Wakili	Parent or Community Member
Sayed Mustafa	Parent or Community Member
Bibi Maryam	Parent or Community Member
Robaba Baqeri	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

On file

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/25/2022.

Attested:



Principal, Cassidy Butler on 5/25/22



SSC Chairperson, melissa Hamilton on 5/25/22

# Budget By Expenditures

## Howe Avenue Elementary School

**Funding Source:** **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Hold monthly parent meetings to solicit feedback on academic, social emotional programs plus school safety.		\$0.00	Connected School Communities	
Provide primary language support to parents and families by securing interpreters for events, meetings, and regular communication.		\$0.00	Connected School Communities	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

**Funding Source: Comprehensive Support and Improvement (CSI)** **\$339,882.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Create and maintain equitable avenues of two-way communication and feedback systems between school personnel and families (Talking Points app and Smore)	5800: Professional/Consulting Services And Operating Expenditures	\$8,000.00	Connected School Communities	
Purchase site licenses as needed to supplement implementation of Common Core State Standards, Social Emotional Learning and NEU exceptional systems Order online subscriptions digital to expand learning, engagement, and intervention opportunities	5800: Professional/Consulting Services And Operating Expenditures	\$25,000.00	Engaging Academic Programs	
Send teachers/admin to NEU conference to provide professional learning for systems and curriculum which lead to high student academic achievement	5000-5999: Services And Other Operating Expenditures	\$10,000.00	Engaging Academic Programs	

## Howe Avenue Elementary School

Provide students with field trips and assemblies for in-person, real world learning experiences	5000-5999: Services And Other Operating Expenditures	\$43,106.00	Engaging Academic Programs
Order technology expand learning, engagement, and intervention opportunities through by integrating technology into instruction.	4000-4999: Books And Supplies	\$25,000.00	Engaging Academic Programs
Order materials, supplies, technology and supplemental books for teachers to assist/improve instruction in the areas of Common Core State Standards instruction, Integrated/Designated English Language Development, Math, and targeted interventions and supplemental programs.	4000-4999: Books And Supplies	\$75,000.00	Engaging Academic Programs

Comprehensive Support and Improvement (CSI) Total Expenditures: \$186,106.00

Comprehensive Support and Improvement (CSI) Allocation Balance: \$153,776.00

### Funding Source: LCFF Supplemental Centralized Services (District Only) **\$163,614.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize an Administrative Instructional Specialist to support teachers, staff, principal and students in teaching and learning.	1000-1999: Certificated Personnel Salaries	\$160,202.00	Engaging Academic Programs	
Utilize additional rec aide hours to increase positive choices on the playground and reduce student referrals/suspension.	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$163,614.00

LCFF Supplemental Centralized Services (District Only) Allocation Balance: \$0.00

## Howe Avenue Elementary School

**Funding Source: LCFF Supplemental English Learner Central**      **\$701,188.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 5.0 FTE ELD Teachers	1000-1999: Certificated Personnel Salaries	\$576,480.00	Engaging Academic Programs	
Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. 4.0 FTE BIAs	2000-2999: Classified Personnel Salaries	\$124,708.00	Engaging Academic Programs	

LCFF Supplemental English Learner Central Total Expenditures:      \$701,188.00

LCFF Supplemental English Learner Central Allocation Balance:      \$0.00

**Funding Source: LCFF Supplemental Site Allocation**      **\$114,624.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$43,243.00	Healthy Environments for Social-Emotional Growth	
	2000-2999: Classified Personnel Salaries	\$1,034.00	Healthy Environments for Social-Emotional Growth	
Employ 1.0 campus monitor and .9375 campus representative	2000-2999: Classified Personnel Salaries	\$50,914.00	Healthy Environments for Social-Emotional Growth	

## Howe Avenue Elementary School

Provide additional hours for clerk and attendance clerk to engage with families and students.	2000-2999: Classified Personnel Salaries	\$19,433.00	Connected School Communities
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LCFF Supplemental Site Allocation Total Expenditures:	\$114,624.00
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LCFF Supplemental Site Allocation Allocation Balance:	\$0.00
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### Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
School Community Resource Assistant - (Spanish) to build community connections and support families with attendance, primary language support, and access to school and community resources.	2000-2999: Classified Personnel Salaries	\$37,968.00	Connected School Communities	
Purchase school spirit items to increase connected to school	4000-4999: Books And Supplies	\$15,000.00	Connected School Communities	
Involve all educational partners in creating a school mural that reflects the diversity of our school	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities	
Hire a school social worker to support students and families with social emotional needs and access to community resources FTE 1.0	1000-1999: Certificated Personnel Salaries	\$91,510.00	Healthy Environments for Social-Emotional Growth	
Employ campus monitor 1.0 FTE	2000-2999: Classified Personnel Salaries	\$25,393.00	Healthy Environments for Social-Emotional Growth	
		\$5,886.00	Connected School Communities	
	3000-3999: Employee Benefits	\$15,503.00	Connected School Communities	



## Howe Avenue Elementary School

Students will be recognized and celebrated for academic performance and behavior improvement using Positive Behavior Supports. Materials and supplies will be purchased to support student behavioral and academic goals.	4000-4999: Books And Supplies	\$10,000.00	Healthy Environments for Social-Emotional Growth
Contracts to engage partners with mentorship programs, parent involvement and professional learning and extra support for high need population	5800: Professional/Consulting Services And Operating Expenditures	\$35,000.00	Connected School Communities
	3000-3999: Employee Benefits	\$19,746.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$10,368.00	Healthy Environments for Social-Emotional Growth
After school music, drama and sports enrichment		\$45,000.00	Clear Pathways to Bright Futures

Other Total Expenditures: \$321,374.00

Other Allocation Balance: \$0.00

### Funding Source: Title I Part A Parent Involvement **\$12,834.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	5800: Professional/Consulting Services And Operating Expenditures	\$5,000.00	Connected School Communities	
	1000-1999: Certificated Personnel Salaries	\$4,384.00	Connected School Communities	
Engage in family outreach though family nights and staff outreach.	4000-4999: Books And Supplies	\$3,450.00	Connected School Communities	

# Howe Avenue Elementary School

Title I Part A Parent Involvement Total Expenditures: \$12,834.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

**Funding Source: Title I Part A Site Allocation \$834,250.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$12,975.00	Connected School Communities	
School Community Resource Assistant - (Farsi) to build community connections and support families with attendance, primary language support, and access to school and community resources.	1000-1999: Certificated Personnel Salaries	\$30,131.00	Connected School Communities	
Purchase materials and supplies, for students to further implement the philosophies of No Excuses University, thus promoting connectedness to school and getting students excited about college and career readiness	5800: Professional/Consulting Services And Operating Expenditures	\$1,150.00	Healthy Environments for Social-Emotional Growth	
Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting). 1.0 FTE Coach	1000-1999: Certificated Personnel Salaries	\$91,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$149,792.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$34,474.00	Engaging Academic Programs	

## Howe Avenue Elementary School

Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.	1000-1999: Certificated Personnel Salaries	\$86,721.00	Clear Pathways to Bright Futures
	3000-3999: Employee Benefits	\$47,833.00	Clear Pathways to Bright Futures
Provide teachers with release time to engage in collaboration, professional learning, and student assessment.	1000-1999: Certificated Personnel Salaries	\$45,674.00	Engaging Academic Programs
Hire 4 intervention teacher to lower class sizes during common intervention times and provide a targeted, systematic intervention program.	1000-1999: Certificated Personnel Salaries	\$334,500.00	Engaging Academic Programs

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Title I Part A Site Allocation Total Expenditures: \$834,250.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Howe Avenue Elementary School Total Expenditures: \$2,333,990.00