

School Year: **2022-23**



EAST AVENUE
ELEMENTARY SCHOOL

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
East Avenue Elementary School	01611926000921	05/05/2022	June 8, 2022

School Mission and Vision Statements

Mission Statement

East Avenue Elementary Staff believe that all students can learn and it is our responsibility to hold high expectations of our students and ourselves. To that end, we are committed to establishing independent, critical and creative thinkers. With the support of our community, we strive to promote student wellness, academic excellence, and the ability to positively impact the world.

Vision Statement

East Avenue Elementary aims to be the exemplar elementary school in Hayward, California noted for the highest quality of language arts, mathematics, science, technology, art, physical education and social-emotional education.

Purpose and Description

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

East Avenue School is dedicated and committed to HUSD's vision that students will be prepared, challenged, and motivated in a 21st Century learning environment that develops the physical, intellectual and emotional success of all learners. East Avenue staff are also committed to establishing and sustaining a community that shares collective responsibility to recognize, interrupt, disrupt, and eliminate inequitable actions, decisions, and outcomes, especially those that result from and perpetuate racism. The purpose of the East Avenue SPSA is to detail our road map for equitable school improvement.

HUSD's Single Plan for Student Achievement follows the state template in order to be in compliance with state guidelines. Additionally, it is organized around the District's Priorities:

Priority 1: Financial and operational decisions will be driven by student success and district priorities and goals.

Priority 2: Ensure ALL students are college and/or career ready.

Priority 3: To create a safe and positive school climate.

Priority 4: Engage students, families, staff and community to support student achievement and success.

East Avenue's student body is a diverse group that totals 438 students. Of that 438 students, 52% are Socioeconomically disadvantaged, 19% are English language Learners, and 13% are students with disabilities. Furthermore, 51% percent of students are Latino, 17% Asian/Pacific Islander, 15% are African American, 10% are White and 7% are two or more races. Academically, 42% of our students met or exceeded standard in English language Arts and 29% percent of our students met or exceeded standard in Mathematics.

The East Avenue SPSA has 5 performance goals aligned to HUSD's Local Education Agency plan. These goals include:

ELA: All students will master the Common Core in ELA or demonstrate growth towards mastery.

Math: All students will master the Common Core in Math or demonstrate growth towards mastery.

ELD: Decrease the number of Long Term English Learners.

Attendance: Improve daily attendance.

School Climate: Improve school discipline outcomes and parent engagement.

Our SPSA includes an analysis of recent student achievement data and specific actions and tasks to meet performance goals. The primary actions in our SPSA include:

Funding for expanded hours for our Library Media Technician position

Funding for reading intervention to accelerate learning foundational literacy skills

Release time for teachers to work collaboratively to develop curriculum and assessments in subject matter areas based Common Core State Standards

Funding for additional counseling and school psychologist support

Positive school climate and attendance initiatives

Parent training to increase the involvement of all parents

Briefly describe 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.

At East Avenue, we plan to move forward by focusing on the state priorities. For example, we will continue to work on Priority 2 by furthering our knowledge of the grade level state standards. We are also committed to State Priority number 4, pupil achievement. Staff will analyze student performance data with administration and plan next steps. Other state priorities represented in our school plan will be State Priority 3, Parent Involvement, State Priority 5, Pupil Engagement, and State Priority 6, School Climate.

Table of Contents

- SPSA Title Page 1
- School Mission and Vision Statements 1
- Purpose and Description..... 2
- Table of Contents..... 4
- Comprehensive Needs Assessment Components 6
 - Data Analysis 6
 - Surveys 6
 - Classroom Observations 6
 - Analysis of Current Instructional Program..... 6
- Stakeholder Involvement 10
- Resource Inequities 10
- School and Student Performance Data 11
 - Student Enrollment..... 11
 - CAASPP Results..... 13
 - ELPAC Results 18
 - Student Population 22
 - Overall Performance 24
 - Academic Performance 25
 - Academic Engagement 36
 - Conditions & Climate..... 39
- Goals, Strategies, & Proposed Expenditures..... 41
 - Goal 1 41
 - Goal 2 48
 - Goal 3 53
 - Goal 4 58
 - Goal 5 61
 - Goal 6 66
 - Goal 7 67
 - Goal 8 68
- Budget Summary 69
 - Budget Summary 69
 - Other Federal, State, and Local Funds 69
- Budgeted Funds and Expenditures in this Plan 70
 - Funds Budgeted to the School by Funding Source..... 70
 - Expenditures by Funding Source 70
 - Expenditures by Budget Reference 70

Expenditures by Budget Reference and Funding Source70

Expenditures by Goal71

School Site Council Membership72

Recommendations and Assurances73

Instructions.....74

 Instructions: Linked Table of Contents74

 Purpose and Description75

 Stakeholder Involvement.....75

 Resource Inequities75

Goals, Strategies, Expenditures, & Annual Review76

 Annual Review77

 Budget Summary78

 Appendix A: Plan Requirements80

 Appendix B:83

 Appendix C: Select State and Federal Programs85

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

The East Avenue Administration met with various stakeholder groups throughout the school year to get feedback on school needs and progress. Ideas and feedback for school leadership took place in monthly staff meetings, Community Meetings (Coffee with the Principal), English Language Advisory Committee meetings, Site Based Decision Making meetings, African American Student Achievement Initiative meetings, and School Site Council meetings. The school community was also surveyed regarding budget priorities for the 2022-23 school year.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

East Avenue administration is a daily presence in classrooms. Many classroom visits are informal and some visits are done for formal evaluation purposes.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

All students will be assessed using state mandated and district adopted assessments. In the fall, state assessment data is analyzed by staff to determine the efficacy of the prior year's instructional practices. Due to the pandemic, East Avenue staff will have access to limited assessment data.

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

The school uses multiple measures to account for student growth toward mastery of state standards. Assessment results are used to monitor student progress and determine appropriate methods of Intervention.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

All instructional staff, including Special Education staff, qualify as Highly Qualified Teachers. All teaching staff that instruct English Learners hold a CLAD credential.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All classrooms are staffed with a highly qualified teacher that possesses a bachelor's degree and holds an appropriate teaching credential.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

All professional development is designed to directly align with refining instructional practices, deepening content knowledge, and using data to meet the instructional needs of the students while maintaining a lens of equity as anti bias - anti racist educators.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

The school offers support to staff via the instructional leadership team, content area coaches, and administration

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Teacher collaboration occurs on a weekly basis for a 50 minute block. Teacher collaboration is designed to analyze student needs, share best practices, and determine next steps in meeting grade level instructional goals.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

All instructional and supplemental materials are aligned to support instruction based on students mastering grade level content and performance standards.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school complies with and monitors the daily implementation of instructional time for all content areas including English Language Development, Language Arts, and Mathematics.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

The pacing schedule is determined by student need and is designed by grade level teams and district content specialists.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

Every student has access to standards based instructional materials.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

We use the Fountas and Pinnell Leveled Literacy Intervention program for Tier II Reading Intervention and Lexia Core 5 online reading program.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

The School Site Council allocates funds towards activities, materials, and staffing to accelerate learning for under performing students. The English Learner Advisory Committee, African American Student Achievement Initiative, and Site Based Decision Making Team provide recommendations to the SSC with respect to student needs.

Evidence-based educational practices to raise student achievement

East Avenue follows a Balanced Literacy approach to teaching English Language Arts. We also use the Fountas and Pinnell Benchmark Assessment System to assess reading accuracy comprehension, and fluency. In addition, our reading intervention program uses the Fountas and Pinnell Leveled Literacy Intervention system.

Parental Engagement

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

Title One Parent Funds supply parenting classes for the school community. Our Family Engagement Specialist is also a resource available to the community.

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)

The School Site Council annually determines the activities and services that will be implemented to support all students' academic achievement. School Site Council and other advisory committees meet throughout the year to monitor the school's Single Plan for Student Achievement.

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

The School Site Council allocates funds towards activities, materials, and staffing to accelerate learning for under performing students. The English Learner Advisory Committee and Site Based Decision Making Team provide recommendations to the SSC with respect to student needs.

Fiscal support (EPC)

The school's discretionary, Title One, and LCFF funds are allocated to align with the EPCs in all content areas.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The East Avenue School Site Council met five times over the course of the 2021-22 school year. Council members are serving the 2nd year of a two-year term. Representatives from different stakeholder groups such as ELAC, AASAI, PTA, and SBDM also gave input to the school site council over the course of the year.

Resource Inequities

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

One inequity that is present at East Avenue during in-person instruction is the number of students that require bus transportation. Students that ride are unable to stay after school for activities. In addition, students that ride the bus tend to miss more days of school due to transportation related issues. For example, If a bus rider misses the bus, there may not be an adult available to give them a ride to school.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	69	79	59
Grade 1	84	69	74
Grade 2	82	80	70
Grade3	84	81	80
Grade 4	93	87	70
Grade 5	80	88	86
Grade 6	76	77	74
Total Enrollment	568	561	513

Conclusions based on this data:

1. Our enrollment has decreased by 3.4% in the past three years. One reason for this is that HUSD decided to move the East Avenue TK classroom to another site. Another reason for the decline is that our district as a whole is experiencing declining enrollment due to high cost of living in the Bay Area.
2. East Avenue has continued to experience declining enrollment due to the pandemic. We currently have 438 students enrolled.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
English Learners	133	131	97	23.4%	23.4%	18.9%
Fluent English Proficient (FEP)	72	69	55	12.7%	12.3%	10.7%
Reclassified Fluent English Proficient (RFEP)	23	14	3	17.4%	10.5%	2.3%

Conclusions based on this data:

1. The percent of FEPs has increased slightly over the past 3 years and the percent of RFEPs has remained relatively steady.
2. The number of English Language Learners has remained steady.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	94	83	76	92	83	0	92	83	0	97.9	100	0.0
Grade 4	79	90	67	79	86	0	79	86	0	100	95.6	0.0
Grade 5	71	77	84	70	76	0	70	76	0	98.6	98.7	0.0
Grade 6	80	76	70	80	75	0	80	75	0	100	98.7	0.0
All Grades	324	326	297	321	320	0	321	320	0	99.1	98.2	0.0

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2395.	2422.		16.30	25.30		16.30	24.10		30.43	21.69		36.96	28.92	
Grade 4	2428.	2469.		11.39	25.58		20.25	24.42		25.32	24.42		43.04	25.58	
Grade 5	2451.	2475.		4.29	6.58		21.43	36.84		32.86	19.74		41.43	36.84	
Grade 6	2489.	2484.		6.25	4.00		32.50	24.00		21.25	41.33		40.00	30.67	
All Grades	N/A	N/A	N/A	9.97	15.94		22.43	27.19		27.41	26.56		40.19	30.31	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.22	20.48		52.17	54.22		32.61	25.30	
Grade 4	12.66	18.60		48.10	52.33		39.24	29.07	
Grade 5	15.71	13.33		38.57	56.00		45.71	30.67	
Grade 6	15.00	10.67		43.75	48.00		41.25	41.33	
All Grades	14.64	15.99		46.11	52.66		39.25	31.35	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	11.96	19.28		48.91	53.01		39.13	27.71	
Grade 4	5.13	17.44		51.28	60.47		43.59	22.09	
Grade 5	8.57	12.00		45.71	57.33		45.71	30.67	
Grade 6	12.66	6.67		45.57	57.33		41.77	36.00	
All Grades	9.72	14.11		47.96	57.05		42.32	28.84	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	9.78	13.25		65.22	68.67		25.00	18.07	
Grade 4	10.13	15.12		64.56	68.60		25.32	16.28	
Grade 5	2.86	6.67		58.57	73.33		38.57	20.00	
Grade 6	8.86	5.33		68.35	65.33		22.78	29.33	
All Grades	8.13	10.34		64.38	68.97		27.50	20.69	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	20.65	26.51		48.91	44.58		30.43	28.92	
Grade 4	15.19	23.26		51.90	54.65		32.91	22.09	
Grade 5	11.43	13.33		52.86	54.67		35.71	32.00	
Grade 6	18.99	12.00		54.43	57.33		26.58	30.67	
All Grades	16.88	19.12		51.88	52.66		31.25	28.21	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percent of students meeting and exceeding standard has grown from 25% in 2016-17 to 43% in 2018-19.
2. The percent of students meeting and exceeding standard has grown by 71.3% from 2016-17 to 2018-19.

3. There is a positive growth trend in Reading, Writing, Listening, and Research/Inquiry.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	93	83	76	93	83	0	93	83	0	100	100	0.0
Grade 4	79	90	67	79	88	0	79	88	0	100	97.8	0.0
Grade 5	71	77	84	69	76	0	69	76	0	97.2	98.7	0.0
Grade 6	80	76	70	80	75	0	79	75	0	100	98.7	0.0
All Grades	323	326	297	321	322	0	320	322	0	99.4	98.8	0.0

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	2399.	2426.		7.53	19.28		21.51	31.33		35.48	20.48		35.48	28.92	
Grade 4	2427.	2469.		1.27	15.91		16.46	23.86		43.04	40.91		39.24	19.32	
Grade 5	2433.	2438.		2.90	3.95		4.35	7.89		28.99	30.26		63.77	57.89	
Grade 6	2480.	2455.		11.39	0.00		10.13	10.67		29.11	25.33		49.37	64.00	
All Grades	N/A	N/A	N/A	5.94	10.25		13.75	18.94		34.38	29.50		45.94	41.30	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	17.58	25.30		36.26	34.94		46.15	39.76	
Grade 4	5.06	27.27		35.44	34.09		59.49	38.64	
Grade 5	2.99	3.95		20.90	19.74		76.12	76.32	
Grade 6	10.26	4.00		33.33	26.67		56.41	69.33	
All Grades	9.52	15.84		32.06	29.19		58.41	54.97	

2019-20 Data:

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Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	15.05	28.92		46.24	45.78		38.71	25.30	
Grade 4	1.27	18.18		53.16	52.27		45.57	29.55	
Grade 5	4.41	3.95		35.29	36.84		60.29	59.21	
Grade 6	10.13	0.00		43.04	29.33		46.84	70.67	
All Grades	8.15	13.35		44.83	41.61		47.02	45.03	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
Grade 3	16.48	28.92		46.15	46.99		37.36	24.10	
Grade 4	6.33	20.45		48.10	48.86		45.57	30.68	
Grade 5	4.48	2.63		41.79	44.74		53.73	52.63	
Grade 6	15.19	1.33		39.24	45.33		45.57	53.33	
All Grades	11.08	13.98		43.99	46.58		44.94	39.44	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The percent of students meeting and exceeding standard has grown from 15.66% in 2016-17 to 29.19% in 2018-19.
2. The percent of students meeting and exceeding standards has grown by 86.4% from 2016-17 to 2018-19.
3. Students in 3rd and 4th grade are meeting and exceeding standards at higher rates than students in 5th and 6th grade.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	1410.4	1404.0	*	1422.0	1406.4	*	1383.1	1398.4	*	31	31	4
1	1446.8	1441.0	1429.9	1455.9	1454.8	1449.4	1437.4	1426.8	1409.8	18	23	16
2	1494.3	1474.5	1449.0	1491.1	1472.7	1448.5	1497.0	1475.5	1449.0	18	15	15
3	1475.8	1464.7	*	1473.6	1438.5	*	1477.6	1490.3	*	21	15	13
4	1498.8	1493.2	*	1493.8	1503.0	*	1503.4	1482.9	*	17	20	9
5	1497.4	1517.2	*	1488.5	1507.4	*	1505.6	1526.3	*	17	19	9
6	1529.4	1521.1	*	1522.6	1517.5	*	1535.7	1524.2	*	14	17	7
All Grades										136	140	73

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	35.48	16.13	*	*	35.48	*	*	25.81	*	*	22.58	*	31	31	*
1	*	17.39	0.00	*	17.39	18.75		39.13	56.25	*	26.09	25.00	18	23	16
2	*	13.33	6.67	*	53.33	26.67	*	20.00	33.33		13.33	33.33	18	15	15
3	*	0.00	*	*	40.00	*	*	20.00	*	*	40.00	*	21	15	*
4		15.00	*	70.59	55.00	*	*	15.00	*	*	15.00	*	17	20	*
5	*	10.53	*	*	57.89	*	*	26.32	*	*	5.26	*	17	19	*
6	*	11.76	*	*	47.06	*	*	35.29	*	*	5.88	*	14	17	*
All Grades	24.26	12.86	4.41	40.44	42.14	35.29	19.85	26.43	38.24	15.44	18.57	22.06	136	140	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	45.16	19.35	*	*	32.26	*	*	19.35	*	*	29.03	*	31	31	*
1	61.11	26.09	6.25	*	43.48	43.75	*	21.74	43.75	*	8.70	6.25	18	23	16
2	77.78	33.33	6.67	*	46.67	40.00		13.33	26.67	*	6.67	26.67	18	15	15
3	*	6.67	*	57.14	33.33	*	*	13.33	*	*	46.67	*	21	15	*
4	*	55.00	*	*	30.00	*	*	0.00	*		15.00	*	17	20	*
5	*	21.05	*	*	63.16	*	*	10.53	*	*	5.26	*	17	19	*
6	*	23.53	*	*	58.82	*	*	11.76	*		5.88	*	14	17	*
All Grades	45.59	26.43	19.12	31.62	42.86	45.59	11.76	13.57	23.53	11.03	17.14	11.76	136	140	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	12.90	*	*	29.03	*	41.94	38.71	*	*	19.35	*	31	31	*
1	*	13.04	0.00	*	17.39	18.75	*	8.70	31.25	*	60.87	50.00	18	23	16
2	*	13.33	0.00	*	40.00	33.33	*	20.00	26.67	*	26.67	40.00	18	15	15
3		0.00	*	*	26.67	*	*	53.33	*	*	20.00	*	21	15	*
4		0.00	*	*	30.00	*	*	40.00	*	*	30.00	*	17	20	*
5	*	0.00	*	*	31.58	*	*	57.89	*	*	10.53	*	17	19	*
6	*	5.88	*	*	23.53	*	*	29.41	*	*	41.18	*	14	17	*
All Grades	18.38	7.14	1.47	22.79	27.86	20.59	33.82	35.00	36.76	25.00	30.00	41.18	136	140	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	64.52	6.45	*	*	64.52	*	*	29.03	*	31	31	*
1	66.67	69.57	37.50	*	21.74	56.25	*	8.70	6.25	18	23	16
2	77.78	46.67	20.00	*	46.67	66.67		6.67	13.33	18	15	15
3	*	13.33	*	80.95	73.33	*	*	13.33	*	21	15	*
4	*	50.00	*	82.35	40.00	*		10.00	*	17	20	*
5	*	10.53	*	64.71	84.21	*	*	5.26	*	17	19	*
6	*	17.65	*	*	70.59	*	*	11.76	*	14	17	*
All Grades	46.32	30.00	27.94	46.32	56.43	60.29	*	13.57	11.76	136	140	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	35.48	25.81	*	*	45.16	*	*	29.03	*	31	31	*
1	*	4.35	6.25	*	82.61	81.25	*	13.04	12.50	18	23	16
2	72.22	13.33	7.14	*	80.00	64.29	*	6.67	28.57	18	15	14
3	*	13.33	*	*	40.00	*	*	46.67	*	21	15	*
4	*	65.00	*	*	20.00	*		15.00	*	17	20	*
5	*	63.16	*	*	26.32	*	*	10.53	*	17	19	*
6	*	41.18	*	*	52.94	*		5.88	*	14	17	*
All Grades	45.59	32.14	25.37	39.71	49.29	59.70	14.71	18.57	14.93	136	140	67

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	*	9.68	*	61.29	64.52	*	*	25.81	*	31	31	*
1	*	21.74	6.25	*	8.70	31.25	*	69.57	62.50	18	23	16
2	*	13.33	0.00	*	66.67	53.33	*	20.00	46.67	18	15	15
3		6.67	*	*	53.33	*	57.14	40.00	*	21	15	*
4		5.00	*	76.47	50.00	*	*	45.00	*	17	20	*
5	*	5.26	*	76.47	73.68	*	*	21.05	*	17	19	*
6	*	5.88	*	*	29.41	*	*	64.71	*	14	17	*
All Grades	19.85	10.00	4.41	50.00	49.29	48.53	30.15	40.71	47.06	136	140	68

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21	17-18	18-19	20-21
K	48.39	58.06	*	*	22.58	*	*	19.35	*	31	31	*
1	*	17.39	6.25	*	39.13	43.75	*	43.48	50.00	18	23	16
2	*	26.67	14.29	*	46.67	35.71	*	26.67	50.00	18	15	14
3	*	0.00	*	71.43	93.33	*	*	6.67	*	21	15	*
4	*	0.00	*	*	80.00	*	*	20.00	*	17	20	*
5	*	5.26	*	*	73.68	*	*	21.05	*	17	19	*
6	*	23.53	*	*	64.71	*	*	11.76	*	14	17	*
All Grades	27.94	22.14	7.46	51.47	55.71	61.19	20.59	22.14	31.34	136	140	67

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Conclusions based on this data:

1. The majority of English Learners are reaching the moderately developed level 3.
2. English Learners are scoring lower on the reading and writing domains as compared to the speaking and listening
3. The performance levels for East Avenue English Learners are not dissimilar to scores for our district and the state.

School and Student Performance Data

Student Population

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
513	51.5	18.9	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	18.9
Foster Youth		
Homeless	6	1.2
Socioeconomically Disadvantaged	264	51.5
Students with Disabilities	63	12.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	81	15.8
American Indian or Alaska Native		
Asian	38	7.4
Filipino	19	3.7
Hispanic	256	49.9
Two or More Races	39	7.6
Native Hawaiian or Pacific Islander	27	5.3
White	52	10.1

Conclusions based on this data:

- The percent of socioeconomically disadvantaged students has increased steadily in the past ten years to 69.7%. However, there has been a decline over the last few years. The socioeconomically disadvantaged percent was 62 % in 2015, and 51% in 2020.

-
2. Our rate of homeless students is 1.2%.





School and Student Performance Data

Overall Performance

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Yellow	Chronic Absenteeism  Red	Suspension Rate  Yellow
Mathematics  Yellow		

Conclusions based on this data:

1. The chronic absenteeism rate increased to 18.7%, which is an increase of 4.5%.
2. We need to dedicate more resources to students that are categorized as chronically absent.

School and Student Performance Data

Academic Performance English Language Arts

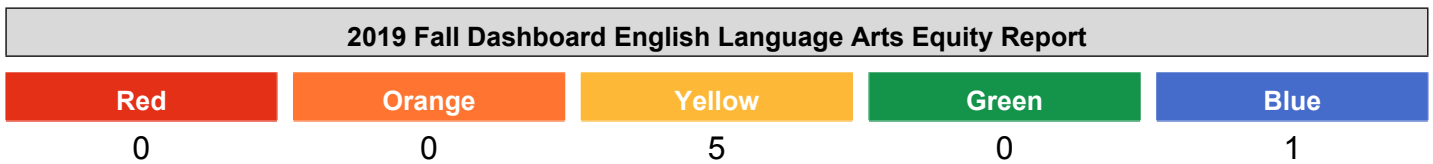
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> Yellow 20.6 points below standard Increased Significantly ++20.1 points 312	<p>English Learners</p> Yellow 54.9 points below standard Increased ++9.6 points 93	<p>Foster Youth</p> No Performance Color 0 Students
<p>Homeless</p> No Performance Color 71 points below standard Increased Significantly ++18.5 points 14	<p>Socioeconomically Disadvantaged</p> Yellow 33.6 points below standard Increased Significantly ++20.4 points 213	<p>Students with Disabilities</p> Yellow 69.6 points below standard Increased ++12.1 points 35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 23.3 points below standard Increased Significantly ++16 points 53	 No Performance Color 0 Students	 No Performance Color 44.1 points above standard Increased Significantly ++22.6 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 39.5 points below standard Increased ++9.3 points 165	 No Performance Color 13.3 points above standard Increased Significantly ++52.6 points 20	 No Performance Color 15.2 points below standard Increased Significantly ++62.6 points 14	 Blue 13.4 points above standard Increased Significantly ++22.8 points 31

This section provides a view of Student Assessment Results and other aspects of this school’s performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
87.5 points below standard Increased Significantly ++18.2 points 61	7.2 points above standard Increased Significantly ++15.1 points 32	7.6 points below standard Increased Significantly ++24.7 points 203

Conclusions based on this data:

- All sub groups showed positive growth toward reaching standard.
- English Language Learners and Latino/a students made less growth than other significant sub groups.

School and Student Performance Data

Academic Performance Mathematics

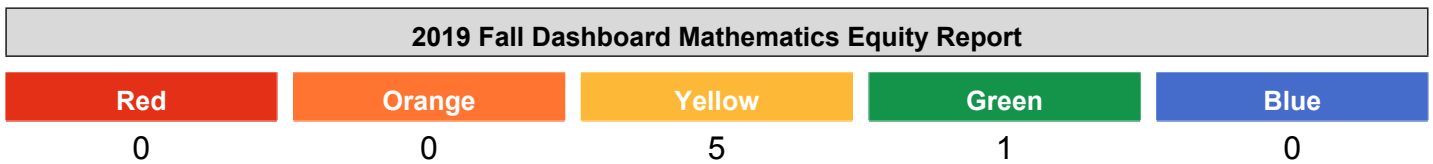
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>48.3 points below standard</p> <p>Increased ++13.5 points</p> <p>311</p>	<p>English Learners</p> <p>Yellow</p> <p>73.4 points below standard</p> <p>Increased ++5.1 points</p> <p>92</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>110.6 points below standard</p> <p>Declined -5.3 points</p> <p>14</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>62.6 points below standard</p> <p>Increased ++13.9 points</p> <p>212</p>	<p>Students with Disabilities</p> <p>Yellow</p> <p>87.5 points below standard</p> <p>Increased Significantly ++22.4 points</p> <p>35</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 59.4 points below standard Increased ++12.2 points 53	 No Performance Color 18.4 points above standard Increased ++13.4 points 22	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 65.7 points below standard Increased ++4 points 164	 No Performance Color 9.9 points below standard Increased Significantly ++12 points 20	 No Performance Color 61.9 points below standard Increased Significantly ++10.7 points 14	 Green 10.3 points below standard Increased Significantly ++25.0 points 31

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
93.5 points below standard Increased Significantly ++17 points 61	33.6 points below standard Maintained ++1.7 points 31	38.6 points below standard Increased Significantly ++18.1 points 203

Conclusions based on this data:

1. All sub groups showed positive growth toward reaching standard.
2. English Language Learners and Latino/a students made less growth than other significant sub groups.

School and Student Performance Data

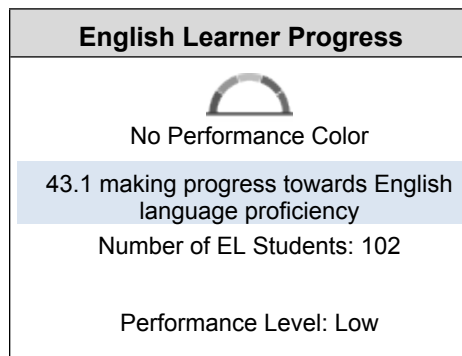
Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
26.4	30.3	3.9	39.2

Conclusions based on this data:

1. When looking at our English Learners, 40% improved one ELPI level and 27% percent of English Learners decreased one ELPI level.

School and Student Performance Data

Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed a-g Requirements – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students		
Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses		
Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

Earned the State Seal of Biliteracy – Number and Percentage of All Students

Student Group	Cohort Totals	Cohort Percent
All Students		
African American		
American Indian or Alaska Native		
Asian		
Filipino		
Hispanic		
Native Hawaiian or Pacific Islander		
White		
Two or More Races		
English Learners		
Socioeconomically Disadvantaged		
Students with Disabilities		
Foster Youth		
Homeless		

* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement Chronic Absenteeism

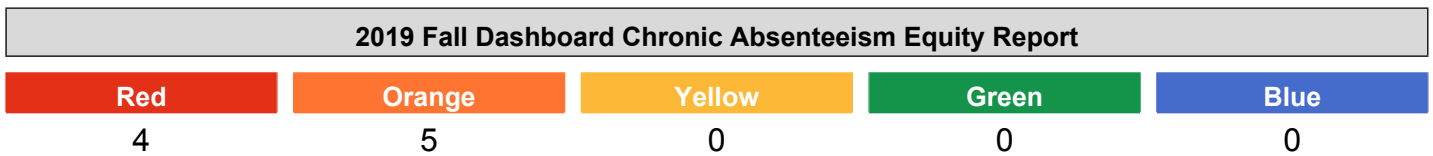
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To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	English Learners	Foster Youth
 Red 18.7 Increased Significantly +4.5 604	 Orange 14.5 Increased +0.5 159	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 No Performance Color 51.7 Increased +27.9 29	 Red 21.8 Increased Significantly +4.3 422	 Red 30.5 Increased +7.9 82

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 15.8 Increased +2.3 95	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Orange 9.8 Increased +7.2 41	 No Performance Color 6.3 Declined -8 16
Hispanic	Two or More Races	Pacific Islander	White
 Red 19.3 Increased Significantly +4.7 321	 Orange 20 Increased +10 40	 Red 36.4 Increased +13 33	 Orange 19 Maintained +0.2 58

Conclusions based on this data:

1. Our chronic absenteeism rate was 18.7%.
2. Our students with disabilities are disproportionately categorized as chronically absent.

School and Student Performance Data

Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

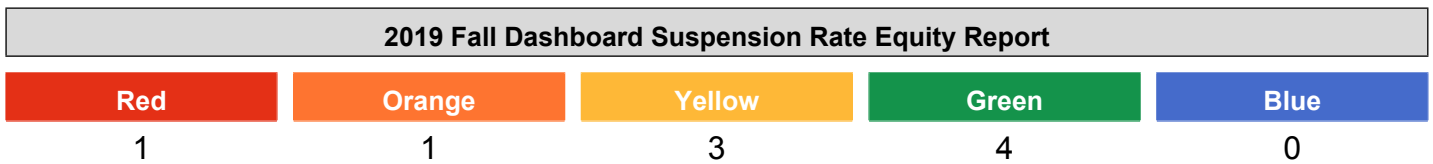
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.






The performance levels are color-coded and range from lowest-to-highest performance in the following order:










This section provides number of student groups in each color.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  Yellow 3.2 Declined -0.6 620	<p>English Learners</p>  Orange 3 Increased +1.1 167	<p>Foster Youth</p>
<p>Homeless</p>  No Performance Color 6.7 Increased +6.7 30	<p>Socioeconomically Disadvantaged</p>  Yellow 3.8 Declined -0.6 426	<p>Students with Disabilities</p>  Yellow 4.8 Declined -1.1 83

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 8.1 Increased +1.5 99		 Yellow 2.3 Maintained +0.1 43	 No Performance Color 5.9 Increased +5.9 17
Hispanic	Two or More Races	Pacific Islander	White
 Green 2.1 Declined -0.5 328	 Green 2.5 Declined -2.5 40	 Green 2.9 Declined -3.6 35	 Green 1.7 Declined -4.2 58

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	3.8	3.2

Conclusions based on this data:

1. Overall, suspensions declined slightly in 2018-19.
2. When looking at subgroups, 6.7% of Homeless students, 8.1% of African American students, and 4.8% of students with disabilities were suspended at least once.

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

English-Language Arts

LEA/LCAP Goal

LEA Goal:

- 21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 1

21st Century Success in ELA

All students will master the Common Core standards in English Language Arts or demonstrate growth towards mastery.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Results from the most recent CAASPP test were used to form this goal. School-wide 42 percent of 3rd through 6th graders met or exceeded the standard in Language Arts. With respect to subgroups, 11 percent of English Language Learners, 39 percent of socioeconomically disadvantaged students, and 23 percent of students with disabilities met or exceeded standards.

Group data to be collected to measure gains:

Grade Level PLC teams will engage in Cycle of Inquiry work. Teams will analyze assessment results, plan lessons, and teach. Then grade level teams will reassess students to determine whether we are improving outcomes for students.

Strategy:

Groups participating in this goal (e.g., students, parents, teachers, administrators):

While all students are expected to reach proficiency or show growth towards proficiency in Language Arts, our efforts will be focused on improving equitable outcomes for our English Language Learners, economically disadvantaged students, and students with disabilities.

Furthermore this year, we will focus on accelerating learning in language arts for groups disproportionately impacted by the Covid 19 Pandemic. Students that struggled in the return to school will be prioritized for intervention services.

Anticipated annual growth for each group:

Based on 2019 CAASPP results, 42 percent of students reached proficiency in Language Arts. Consequently, 58 percent of students did not meet the standard. Therefore, we are planning for 5.8

percent growth in Language Arts so that roughly 48 percent of students are reaching standard.

Means of evaluating progress toward this goal:

- Results from benchmark tests
- District formative assessments
- District Writing Tasks
- Lexia CORE 5 results

How does this goal align to your Local Educational Agency Plan goals?:

This goal is included in the LEA plan.

What did the analysis of the data reveal that led you to this goal?

The data revealed that growth in Language Arts in the last three years has increased steadily at East Avenue.

Which stakeholders were involved in analyzing data and developing this goal?

The following stakeholders were involved in analyzing data and developing the goal

- Instructional Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	42% Met and Exceeded	48% Met or Exceeded

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Below Grade Level Readers

Strategy/Activity

Reading Intervention

Task:

Based on Reading Language Arts assessment data, students will be identified and given Tier II reading intervention.

Measures:

Students will be given a pre and post test using the Fountas and Pinnell Benchmark Assessment System. Staff teaching intervention will use the Leveled Literacy Intervention (LLI) and Heggerty Phonemic Awareness systems to accelerate growth in reading.

People Assigned:

Reading Intervention Staff
Administration
English Learner Specialist
Classroom Teachers
Members of COST Team

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

25,040.00

Source(s)

Title I: Schoolwide Program
2000-2999: Classified Personnel Salaries

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Leadership Team

Task:

East Avenue's Instructional Leadership Team (ILT) will work collaboratively to maximize the impact of grade level PLC meetings.

Measures:

East Avenue will use the following measures:

- ILT meeting agendas and notes as evidence of consistent themes with respect to student performance.

People Assigned:

Grade Level Team Leads
Administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Learning Community

Task:

Teachers will work collaboratively to develop curriculum and assessments in English Language Arts based on the Common Core State Standards. Staff will further their work with respect to Cycle of Inquiry (COI). Teams will analyze student data, plan rigorous lessons, teach, and reassess students

Measures:

Student performance data
Notes and plans from PLC Meetings

People Assigned:

Teachers
Administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0.00

Source(s)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Release Time for Teachers

Task:

East Avenue staff will receive time for planning related to the Cycle of Inquiry (COI). Staff will analyze student performance data, plan lessons, and conduct peer observations.

Measures:

The effectiveness of COI release time will be based on PLC plans and notes, student performance data, and teacher feedback.

People Assigned:
Teachers
Administrator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3611.00

Source(s)

LCFF Supplemental and Concentration Funds
1000-1999: Certificated Personnel Salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Library Media Technician

Task:

Students Grades Kindergarten through 6th grade will have access to the East Avenue Library once per week to increase the amount of time students spend focused on text. This funding supplements the 0.2 FTE provided by HUSD. East Avenue will fund 0.3 FTE.

Measures:

Access to the library will be measured using the library schedule.

People Assigned:

Library Media Technician

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

23,520

Source(s)

Title I: Schoolwide Program
2000-2999: Classified Personnel Salaries
Library Media Technician

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Psychologist Intern Year Three

Task: Psychologist Intern will provide counseling support to students and support school psychologist in completed assessments

Measures: The number of students accessing counseling in 2022-23 versus 2021-22. Also, the number of psychoeducational assessments being completed in 2022-23.

People Assigned:

Psychologists Intern

School Psychologist

COST Team

Administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

11,503

Source(s)

Title I: Schoolwide Program
1000-1999: Certificated Personnel Salaries

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

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

In looking back at the 2021-22 school year, there have been a few successes. The decision to continue Leveled Literacy Intervention via a paraeducator has allowed East Avenue to service more students at nearly half the cost from previous years. HUSD funding a 4th-6th grade reading intervention position was also a positive surprise. However, staffing the positions moving into 2022-23 could be a challenge.

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

The delta and omicron Covid 19 surges made implementing some of our plans a challenge.

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

We will continue to refine our Cycle of Inquiry work with respect to our primary readers with the intent of building strong foundational reading skills that will serve out students well for the rest of their educational careers.

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

Mathematics

LEA/LCAP Goal

LEA Goal:

- 21st Century Success in Math: All students will master the Common Core Standards in Math or demonstrate growth towards mastery .

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 2

21st Century Success in Math

All students will master the Common Core standards in Mathematics or demonstrate growth towards mastery.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Results from the most recent CAASPP test were used to form this goal. School-wide 29 percent of 3rd-6th graders met or exceeded standards in Mathematics. With respect to subgroups, 17 percent of English Language Learners, 23 percent of socio-economically disadvantaged students, and 13 percent of students with disabilities met or exceeded standard.

Group data to be collected to measure gains:

Grade Level PLC teams will engage in Cycle of Inquiry work. Teams will analyze assessment results, plan lessons, and teach. Then grade level teams will reassess students to determine whether we are improving outcomes for students

Groups participating in this goal (e.g., students, parents, teachers, administrators):

While all students are expected to reach proficiency or show growth towards proficiency in Mathematics, our efforts will be focused on improving outcomes for our English Language Learners, socio-economically disadvantaged students, and students with disabilities. Furthermore this year, we will focus on accelerating learning in Mathematics for groups disproportionately impacted by the Covid 19 Pandemic. Students that struggled to access distance learning will be prioritized for intervention services.

Anticipated annual growth for each group:

Based on 2018 CAASPP results, 29 percent of students reached proficiency in Mathematics. Consequently, 71 percent of students did not meet the standard. Therefore, we are planning for 7.1

percent growth Mathematics so that roughly 36 percent of students are reaching standard.

Means of evaluating progress toward this goal:

- Results from benchmark tests
- District formative assessments

How does this goal align to your Local Educational Agency Plan goals?:
This goal is included in the LEA plan.

What did the analysis of the data reveal that led you to this goal?
Overall, growth in Mathematics since the inception of CAASPP has been slow. East Avenue increased last year by 9%.

Which stakeholders were involved in analyzing data and developing this goal?
The following stakeholders were involved in analyzing data and developing the goal:

- Instructional Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Math	29% Met and Exceeded	36% Met and Exceeded

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Instructional Leadership Team

Task:

East Avenue's Instructional Leadership Team (ILT) will work collaboratively to maximize the impact of grade level PLC meetings.

Measures:

East Avenue will use the following measures:

- ILT meeting agendas and notes as evidence of consistent themes with respect to student performance.

People Assigned:

Grade Level Team Leads

Administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Professional Learning Community

Task:

Teachers will work collaboratively to develop curriculum and assessments in Mathematics based on the Common Core State Standards. Staff will further their work around the Cycle of Inquiry (COI). Teams will analyze student data, plan rigorous lessons, teach, and reassess students

Measures:

Student performance data
Notes and plans from PLC Meetings

People Assigned:

Teachers
Administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Release Time for Teachers

Task:

East Avenue staff will receive time for planning related to the Cycle of Inquiry (COI). Staff will analyze student performance data, plan lessons, conduct peer observations, and reassess students.

Measures:

The effectiveness of COI substitute release time will be based on PLC plans and notes, student performance data, and teacher feedback.

People Assigned:

Teachers
Administrator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3,000.00

Source(s)

LCFF Supplemental and Concentration Funds
1000-1999: Certificated Personnel Salaries

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

[Empty box for amount(s)]

None Specified
None Specified

[Empty box for amount(s)]

None Specified
None Specified

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

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

In looking back at the 2021-22 school year, there have been a few successes. The return to in person learning benefited students and staff greatly.

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

The Delta and Omicron COVID 19 surges did not allow us to implement after school intervention for mathematics.

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

We are allocating more funds to release time for teachers to analyze student work and assessments.

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

English Language Development

LEA/LCAP Goal

LEA Goal:

- 21st Century Success for English Learners An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

- All students master the Common Core State Standards as demonstrated on the new Smarter Balanced Assessment

Goal 3

21st Century Success for English Learners

All English Language Learners will move up one proficiency level.

Identified Need

What data did you use to form this goal (findings from data analysis)?

The data from the Summative ELPAC from the CAASPP. The data indicates that East Avenue is slightly below the state average in English learners reaching Performance Level 4 on the Summative ELPAC. East Avenue had 12.9% of students reaching Level 4 and the state average was 16.4%. Furthermore, East Avenue has 18.57% of English Learners at Level 1, whereas the state average is 15.7%. Moving forward, we would like to see the percent of English Learners at level one decrease to below the state average and our percentage of Level 4 English Learners increase to above the state average.

Group data to be collected to measure gains:

Grade Level PLC teams will engage in Cycle of Inquiry work. Teams will analyze assessment results, plan lessons, and teach. Then grade level teams will reassess students to determine whether we are improving outcomes for English Language Learners.

Groups participating in this goal (e.g., students, parents, teachers, administrators):

The focus students are English Language Learners.

Anticipated annual growth for each group:

We expect 45% of English Learners to improve by one ELPI level or reach the "well developed" level.

Means of evaluating progress toward this goal:

- ELPAC Scores
- ADEPT Scores

- ELD Progress Reports
- ELA Benchmark Data

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?
The data indicate that not all ELL students are making satisfactory progress.

Which stakeholders were involved in analyzing data and developing this goal?
The following stakeholders were involved in analyzing data and developing the goal

- Instructional Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC and ELPI Levels	39% improved one ELPI level	45% of English Learners improve one ELPI level

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

ELL Specialist

Task:

The 0.5 FTE ELL Specialist will work with staff to create optimal student groupings for designated ELD instruction. The ELL specialist will also lead professional development for staff in best practices for English Language Learners.

Measures:

East Avenue will use the following measure:

- Language Development student rosters
- Student Performance Data

People Assigned:

ELL Specialist
Teachers
Administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Professional Learning Community

Task:

Teachers will work collaboratively to integrate ELD strategies into their lessons throughout the instructional day to support and promote academic growth with English Language Learners. Staff will further their work around the Cycle of Inquiry (COI) and focus on strengthening the designated ELD and integrated ELD practices.

Measures:

Student performance data
Notes and plans from PLC Meetings

People Assigned:

Teachers
ELL Specialist
Administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

0.00

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Language Learners

Strategy/Activity

Release Time for Teachers

Task:

East Avenue staff will receive time for planning related to instruction and monitoring of English Learners. Staff will analyze student performance data, plan lessons, and conduct peer observations.

Measures:

The effectiveness of substitute release time will be based on English Learner student performance data, and teacher feedback.

People Assigned:

Teachers
Administrator

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2000

Source(s)

LCFF Supplemental and Concentration Funds
1000-1999: Certificated Personnel Salaries

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

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

At East Avenue, we would obviously like to see more of our English Learners meeting or exceeding standard in English Language Arts. Currently, only 11% of our English Learners are meeting or exceeding standard in grades 3-6. While this number is low, it is 5 percent better than the previous year at East Avenue. To keep moving forward, we need to ensure that students are progressing at least one ELPI level each year.

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

We focused on integrated ELD in 2021-22 due to the ongoing pandemic.

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

We continue to allocate funds for teacher release time focused on our EL Students in 2022-23. Teachers will work in collaboration with out EL Specialist to monitor progress for our EL students.

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

Attendance

LEA/LCAP Goal

LEA Goal:

- 21st Century Success for Attendance: HUSD will maintain 97% attendance at all sites

State Priorities:

- 5 - Pupil Engagement

LCAP Goal:

- Increase average daily attendance by 1%

Goal 4

Ensuring Daily Attendance

East Avenue will meet District goal of our Average Daily Attendance being 97% or higher. We will increase our ADA by 1% each year and lower our chronic absenteeism by 1% each year until it meets the District standard of less than 5%

Identified Need

What data did you use to form this goal (findings from data analysis)?

East Avenue used attendance data from Infinite Campus

Group data to be collected to measure gains:

Attendance data will be collected and monitored by the Attendance Clerk and shared with administration and relevant stakeholders

Groups participating in this goal (e.g., students, parents, teachers, administrators):

We will focus on improving attendance for all students. However, special attention will be given to our chronically absent students.

Means of evaluating progress toward this goal:

Monthly attendance reports will be reviewed by administration, classified staff and the Child Welfare and Attendance Outreach Worker.

How does this goal align to your Local Educational Agency Plan goals?:

The LEA plan has the same goal in the area.

What did the analysis of the data reveal that led you to this goal?

Which stakeholders were involved in analyzing data and developing this goal?

The following stakeholders were involved in analyzing data and developing the goal:

- Instructional Leadership Team
- School Site Council

- COST Team
- Site Based Decision Making Team

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Average Daily Attendance	94.27% ADA for 2019-20	95.27% for 2020-21

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improve Student Attendance

Task:

East Avenue will promote attendance and reduce chronic absenteeism by:

- Monitoring monthly attendance data and reviewing chronic absence lists from A2A and/or Infinite Campus
- Working collaboratively with CWA Outreach Workers and Family Engagement and Equity Specialist
- Utilizing COST process to access school & community resources to address absenteeism.
- Creating incentives for students with excellent attendance and improved attendance.

Measures:

East Avenue will use the following measures:

- Monthly Attendance reports

People Assigned:

Administration
 Attendance Clerk
 Family Engagement and Equity Specialist
 CWA Outreach Workers
 COST Coordinator
 Teachers

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

2474.00

Title I: Schoolwide Program
4000-4999: Books And Supplies

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

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

The ongoing pandemic has made regular attendance in school a challenge.

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

The East Avenue COST team worked diligently to reach out to families that struggled in the return to in-person learning.

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

Moving forward, we will put more emphasis on collaboration between attendance clerk, COST Coordinator, and CWA Outreach worker to address challenges in attendance.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

School Climate/Parent Engagement

LEA/LCAP Goal

LEA Goal:

- 21st Century in School Climate HUSD schools will ensure an appropriate and safe climate for all students

State Priorities:

- 6 - School Climate

LCAP Goal:

- Increase by 10% the number of students reporting feeling safe and reporting a caring relationship with an adult at school

Goal 5

21st Century School Climate

East Avenue will provide a safe and inclusive environment for students, parents, staff and community members.

Identified Need

What data did you use to form this goal (findings from data analysis)?

Data from the California Healthy Kids Survey (CHKS) and suspension rates were used to assess school climate and learning environment

Group data to be collected to measure gains:

CHKS data will be collected once a year and shared with staff. Suspension data will be uploaded onto Infinite Campus where monthly reports will be created. These reports will be analyzed by administration, staff, and any relevant stakeholders.

Strategy:

Groups participating in this goal (e.g., students, parents, teachers, administrators):

All East Avenue students will be the focus in creating a safe an inclusive school environment

Anticipated annual growth for each group:

We expect to decrease the number of students suspended by 5% from 2019-2020 levels. We also aim to increase the percent of students feeling safe at school by 10%.

Means of evaluating progress toward this goal:

We will collect suspension data using Infinite Campus and review survey data. Students in 5th grade will complete the CHKS survey.

How does this goal align to your Local Educational Agency Plan goals?:

The goal is included in the LEA plan.

What did the analysis of the data reveal that led you to this goal?
 The data revealed that we had a decrease of 3.2% in the number of students suspended. Furthermore, a review of the CHKS survey revealed that 80% of 5th grade students reported feeling safe at school

Which stakeholders were involved in analyzing data and developing this goal?
 The following stakeholders were involved in analyzing data and developing the goal

- Instructional Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team
- PBIS Team

Actions to improve achievement to exit program improvement (if applicable).
 N/A

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Students Reporting Feeling Safe At School (CHKS)	80% of students report feeling safe	90% of students feeling safe at school

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Improved School Climate

Task:

East Avenue will promote positive school climate by the following

- School Climate/PBIS Committee
- Providing structured recess support
- Hold School Climate Kick-Off assembly for students.
- Develop incentives for positive behavior
- Hold monthly assemblies to encourage positive behavior

Measures:

East Avenue will use the following measures:

- Behavioral referrals recorded into SWIS.
- Suspension days
- CHKS Survey

People Assigned:

Teachers
Recess Supervisors
Administration
Students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

0

Source(s)

None Specified
None Specified

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Families

Strategy/Activity

Improve Parent Engagement

Task:

East Avenue will seek to improve parent engagement by strengthening our core parent groups. The core parent groups include: African American Student Achievement Initiative (AASAI), English Language Advisory Council (ELAC), and Parent Teacher Association (PTA). Parents also actively participate in Site Based Decision Making (SBDM) and School Site Council (SSC).

Parents will also be invited to participate in the Principal's Cafe held the last Wednesday of the month. Communication to families will be in English and Spanish.

Measures:

Parent Participation will be measured by the following:

- Sign-in sheets from meetings
- Plans and notes from parent meetings
- Parent survey

People Assigned:

Parents
Teachers
Administration

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

632.00

Source(s)

Title 1: Parent Allocation
5000-5999: Services And Other Operating Expenditures

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Restorative Circles

Task:

Staff will seek to implement restorative circles in classrooms to make space to address the social emotional learning of students.

East Avenue will seek follow-up circle training and look to expand restorative practices to students and families.

Measures:

East Avenue will use the following measures:

Student and family surveys

COST referrals

Behavioral referrals recorded into SWIS

Suspension days

People Assigned:

Teachers

COST Coordinator

Counseling staff

Recess Supervisors

Administration

Students

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

None Specified
None Specified

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

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

The most recent suspension data we have is for 2018-19 school year, when 1.41% of East Avenue students have been suspended. In 2017-18, 3.18% of students were suspended.

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

The return to in-person learning and ongoing pandemic limited the amount of schoolwide events we could safely hold.

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

East Avenue staff continued training on community building/restorative circles in 2021-22.

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

LEA/LCAP Goal

Goal 6

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

LEA/LCAP Goal

Goal 7

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

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

LEA/LCAP Goal

Goal 8

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
------------------	-------------------------	------------------

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 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Strategy/Activity

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$71,780.00

Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Supplemental and Concentration Funds	\$8,611.00
None Specified	\$0.00
Title 1: Parent Allocation	\$632.00
Title I: Schoolwide Program	\$62,537.00

Subtotal of state or local funds included for this school: \$71,780.00

Total of federal, state, and/or local funds for this school: \$71,780.00

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	8,611	8,611.00
Title I	63,169	63,169.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental and Concentration Funds	8,611.00
None Specified	0.00
Title 1: Parent Allocation	632.00
Title I: Schoolwide Program	62,537.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	20,114.00
2000-2999: Classified Personnel Salaries	48,560.00
4000-4999: Books And Supplies	2,474.00
5000-5999: Services And Other Operating Expenditures	632.00
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration Funds	8,611.00
None Specified	None Specified	0.00

5000-5999: Services And Other Operating Expenditures	Title 1: Parent Allocation	632.00
1000-1999: Certificated Personnel Salaries	Title I: Schoolwide Program	11,503.00
2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	48,560.00
4000-4999: Books And Supplies	Title I: Schoolwide Program	2,474.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	63,674.00
Goal 2	3,000.00
Goal 3	2,000.00
Goal 4	2,474.00
Goal 5	632.00

School Site Council Membership

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

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

Name of Members	Role
Mariaelena Marcano	Parent or Community Member
Margarita Quezada	Parent or Community Member
Isabel Quintero	Parent or Community Member
Lorelle Rohl	Parent or Community Member
Janel Prasad	Parent or Community Member
Nicholette Alcalá-Mosley	Other School Staff
Megan Crum	Classroom Teacher
Hue Huynh	Classroom Teacher
Neha Maharaj	Classroom Teacher
Peter Wilson	Principal

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Attended ELAC Meeting on 3/8 to receive input for 2022-23 SPSA

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 5/05/2022.

Attested:

	Principal, Peter Wilson on 5/05/2022
	SSC Chairperson, Megan Crum on 5/05/2022

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

Developed by the California Department of Education, January 2019

Budget By Expenditures

East Avenue Elementary School

Funding Source: LCFF Supplemental and Concentration Funds **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	\$3,611.00	English-Language Arts	<p>Release Time for Teachers</p> <p>Task: East Avenue staff will receive time for planning related to the Cycle of Inquiry (COI). Staff will analyze student performance data, plan lessons, and conduct peer observations.</p> <p>Measures: The effectiveness of COI release time will be based on PLC plans and notes, student performance data, and teacher feedback.</p> <p>People Assigned: Teachers Administrator</p>
	1000-1999: Certificated Personnel Salaries	\$3,000.00	Mathematics	<p>Release Time for Teachers</p> <p>Task: East Avenue staff will receive time for planning related to the Cycle of Inquiry (COI). Staff will analyze student performance data, plan lessons, conduct peer observations, and reassess students.</p> <p>Measures: The effectiveness of COI substitute release time will be based on PLC plans and notes, student performance data, and teacher feedback.</p> <p>People Assigned: Teachers Administrator</p>

East Avenue Elementary School

1000-1999: Certificated
Personnel Salaries

\$2,000.00

English Language
Development

Release Time for Teachers

Task:

East Avenue staff will receive time for planning related to instruction and monitoring of English Learners. Staff will analyze student performance data, plan lessons, and conduct peer observations.

Measures:

The effectiveness of substitute release time will be based on English Learner student performance data, and teacher feedback.

People Assigned:

Teachers
Administrator

LCFF Supplemental and Concentration Funds Total Expenditures: \$8,611.00

LCFF Supplemental and Concentration Funds Allocation Balance: \$0.00

Funding Source: None Specified

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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East Avenue Elementary School

None Specified

\$0.00

School
Climate/Parent
Engagement

Improved School Climate

Task:

East Avenue will promote positive school climate by the following

- School Climate/PBIS Committee
- Providing structured recess support
- Hold School Climate Kick-Off assembly for students.
- Develop incentives for positive behavior
- Hold monthly assemblies to encourage positive behavior

Measures:

East Avenue will use the following measures:

- Behavioral referrals recorded into SWIS.
- Suspension days
- CHKS Survey

People Assigned:

Teachers
Recess Supervisors
Administration
Students

None Specified Total Expenditures: \$0.00

None Specified Allocation Balance: \$0.00

Funding Source: Title 1: Parent Allocation

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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East Avenue Elementary School

5000-5999: Services And
Other Operating
Expenditures

\$632.00 School
Climate/Parent
Engagement

Improve Parent Engagement

Task:

East Avenue will seek to improve parent engagement by strengthening our core parent groups. The core parent groups include: African American Student Achievement Initiative (AASAI), English Language Advisory Council (ELAC), and Parent Teacher Association (PTA). Parents also actively participate in Site Based Decision Making (SBDM) and School Site Council (SSC).

Parents will also be invited to participate in the Principal's Cafe held the last Wednesday of the month. Communication to families will be in English and Spanish.

Measures:

Parent Participation will be measured by the following:

- Sign-in sheets from meetings
- Plans and notes from parent meetings
- Parent survey

People Assigned:

Parents
Teachers
Administration

Title 1: Parent Allocation Total Expenditures: \$632.00

Title 1: Parent Allocation Allocation Balance: \$0.00

Funding Source: Title I: Schoolwide Program

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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East Avenue Elementary School

2000-2999: Classified
Personnel Salaries

\$25,040.00

English-Language
Arts

Reading Intervention

Task:

Based on Reading Language Arts assessment data, students will be identified and given Tier II reading intervention.

Measures:

Students will be given a pre and post test using the Fountas and Pinnell Benchmark Assessment System. Staff teaching intervention will use the Leveled Literacy Intervention (LLI) and Heggerty Phonemic Awareness systems to accelerate growth in reading.

People Assigned:

Reading Intervention Staff
Administration
English Learner Specialist
Classroom Teachers
Members of COST Team

East Avenue Elementary School

4000-4999: Books And
Supplies

\$2,474.00 Attendance

Improve Student Attendance

Task:

East Avenue will promote attendance and reduce chronic absenteeism by:

- Monitoring monthly attendance data and reviewing chronic absence lists from A2A and/or Infinite Campus
- Working collaboratively with CWA Outreach Workers and Family Engagement and Equity Specialist
- Utilizing COST process to access school & community resources to address absenteeism.
- Creating incentives for students with excellent attendance and improved attendance.

Measures:

East Avenue will use the following measures:

- Monthly Attendance reports

People Assigned:

Administration
Attendance Clerk
Family Engagement and Equity Specialist
CWA Outreach Workers
COST Coordinator
Teachers

Library Media Technician

Task:

Students Grades Kindergarten through 6th grade will have access to the East Avenue Library once per week to increase the amount of time students spend focused on text. This funding supplements the 0.2 FTE provided by HUSD. East Avenue will fund 0.3 FTE.

Measures:

Access to the library will be measured using the library schedule.

People Assigned:

Library Media Technician

Library Media Technician

2000-2999: Classified
Personnel Salaries

\$23,520.00 English-Language
Arts

East Avenue Elementary School

1000-1999: Certificated
Personnel Salaries

\$11,503.00

English-Language
Arts

Psychologist Intern Year Three

Task: Psychologist Intern will provide counseling support to students and support school psychologist in completed assessments

Measures: The number of students accessing counseling in 2022-23 versus 2021-22. Also, the number of psychoeducational assessments being completed in 2022-23.

People Assigned:
Psychologist Intern
School Psychologist
COST Team
Administration

Title I: Schoolwide Program Total Expenditures: \$62,537.00

Title I: Schoolwide Program Allocation Balance: \$0.00

East Avenue Elementary School Total Expenditures: \$71,780.00