

School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Howe Avenue Elementary School	34-67447-6034623	June 6, 2023	August 8, 2023

## Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

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

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

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

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

### Comprehensive Support and Improvement - District Level Plan

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

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

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

Site and district leadership examined effective practices around professional learning and effective engagement strategies using experts from Carnegie and West Ed. Sites conducted Empathy Gathering and Listening Circles to begin the Cycle of Continuous Improvement.

Each site adjusted their plans to address resource inequities related to engagement in distance learning and mitigating learning loss. Actions are designed to promote attendance and engagement through innovative teaching strategies, intervention, effective communication and support with technology. Providing instruction through a virtual model is new and teachers are adjusting to the

shift. More resources and strategies for meeting student's academic and socio-emotional needs through a virtual platform are needed. Teachers are learning from each other. Collaboration time for teachers to refine and build capacity through shared experiences is critical.

Student learning loss varies according to each student's circumstance. There is an inequity in learning loss based on poverty, language proficiency and environmental factors. There is a need for an indicator of learning loss so that each student's situation can be addressed appropriately. Intervention will be critical to eliminating learning gaps. While there is a digital divide, there is also an inequity in the level of comfort with technology and connectivity. While students have been provided chromebooks, not all families have been provided the training they need in order to use the technology effectively.

#### Monitoring and Evaluating Effectiveness

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

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Howe Avenue Elementary School met the criteria for the following student groups:

1. Black or African Americans
2. Asians
3. English Learners
4. Hispanics
5. Homeless
6. Socio-Economic Disadvantaged
7. Students with Disabilities
8. Whites

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# Comprehensive Needs Assessment Components

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

## Data Analysis

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

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

Dashboard Indicators: Howe met the criteria for Additional Targeted Support and Improvement in the following student groups and indicators:

- \*African-American
- \*Asian-American
- \*English Learners
- \*Hispanic
- \*Homeless
- \*Socioeconomically Disadvantaged
- \*Students with Disabilities
- \*White
  
- \*Chronic Absenteeism
- \*Suspension Rate
- \*English Learner Progress
- \*English Language Arts
- \*Mathematics

Local data was analyzed with Site Leadership Team, School Site Council, English Learner Advisory Committee, and Parent Groups.

### Suspension Data Through 4/27

- \* Overall suspension rate of 3.17% which is an approximately 1% reduction from previous school year
- \* Eleven students have had more than 1 day of suspension.
- \* One student who was both Low SES and FY had 16 days of home suspension.
- \* In-School suspensions have assigned at a greater rate than home suspensions.
- \* African-American students were assigned 3 total days of home suspension
- \* African-American suspension rates decreased by approximately 10% from the previous year
- \* Students with Disabilities have been assigned two days of home suspension
- \* RFEP/ELL had the lowest percentages of home suspension/in-school suspension.

### Attendance (Semester 1)

- \* Covid-related absences were a small percentage of overall absences (2.07%).
- \* 97.93% of absences were related to factors other than Covid.
- \* 33.9% of students had regular attendance.
- \* African-Americans had the highest rate of chronic absenteeism (61.5%).
- \* 19% of African-Americans had regular attendance.
- \* RFEP/ELL had the highest percentage of regular attendance (42.9%/42.7%)

### English Language Arts

- iReady (grades 3-5): at grade level at diagnostic 2
- \* 15.6% percent of all students

- \* 15.3% low ses students
- \* 6.4% of EL students
- \* 12.7% of Hispanic/Latino students
- \* 17.1% of African Amercian students
- \* 61.8% of RFEP students
- \* 20% of White students
- \* SWD

Text Levels (grades K-2): at grade level at trimester two

- \* 25.4% of students
- \* 28.9% of low ses
- \* 19.1% of African Amercian
- \* 22.8% of Hispanic/Latino
- \* 29.5% of White
- \* 23% of EL
- \* 6.7% of SWD
- \* 91.7% RFEP

Annual Climate Survey - Winter 2023  
College and Career Readiness - see data below

College and Career Readiness	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
A) Students are encouraged to take the required courses needed to be prepared for college and career.	272	69.85%	92	76.09%	52	80.77%
B) Students and families know what classes they will have to take and pass to graduate from high school.	275	67.27%	91	71.43%	52	42.31%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	273	69.23%	89	56.18%	53	84.91%
D) School offers college and career programs.	271	57.56%	91	56.04%	52	51.92%
E) Students participate in programs to learn about different jobs, careers, and colleges.	269	53.16%	89	57.30%	51	64.71%
F) Students are prepared for the next step of their educational experience.	273	68.50%	88	75.00%	53	54.72%
G) Staff are optimistic about the future of their career in San Juan Unified.					54	79.63%
H) There are equitable opportunities for advancement in the district.					54	72.22%

## Root Cause Analysis

What did your root causes analysis reveal?

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

In conversations that begun with our equity team and then spread out to other educational partners, it was noted that the EL subgroup is outperforming other subgroups in areas of attendance, suspensions and academic growth as measured by the ELPAC.

ELs had the highest rate of regular attendance (42.9%) when compared to other subgroups (African American 19.9%, Hispanic/Latino, 22.4%, Students with Disabilities 24.7%, Homeless 8.3%). ELs also substantially outperformed other subgroups in the areas of suspension (0.64%) when compared to other subgroups (Hispanic/Latino 8.67%, Low SES 4.19%, Students with Disabilities 23%, Foster Youth 183%). It was noted that African American suspension rates declined substantially from the previous year to 3.68% which is closely aligned to the rate of 3.11% rate for White students.

The California School Dashboard indicates that ELs are making medium progress towards English Language Proficiency as measured by the ELPAC with 45% making progress towards proficiency. On the CAASPP ELA metric, ELs scored 109.7 points below the standard whereas African Americans scored 125.3 points below the standard and Asians scored 113 points below the standard. White students scored the highest with 103 points below the standard. All subgroups fall into the Very Low performance level on the dashboard. While ELs are not proficient at English, they are scoring at a level that is consistent with their EO peers.

In conversations with educational partners, it has been observed that ELs have a clearly defined goal of passing the ELPAC to be come Fluent English Proficient, while other subgroups are not demonstrating similar goals of success on the CAASPP and other local measures of progress. The school provides significant encouragement and support for our English Learners in the area of academic success. English Learners are invested in their own academic progress whereas English Only students have not historically received the same level of goal-setting and supports. Furthermore, data from the annual survey indicates a need for further work in the area of college and career readiness. 56% of students indicated they are interested in attending college, joining the military, or entering the workforce after high school. This data reflects the need for the site to put greater emphasis on focusing on bright futures for our students through goal-setting and learning about college and career opportunities. African-American students experienced a 10% reduction in suspension which can be attributed to the invest made by Project Optimism in students of color. Project Optimism provides goal-setting and support for students.

Staff hopes to replicate the goal-setting and support experiences which EL and AA student receive to improve their academic and social emotional outcomes. Our hypothesis is that with an emphasis on a partnership between students, staff, and caregivers in goal-setting for students around reading and celebrating student sucess, outcomes on both state and local measures for ELA will improve.

## Resource Inequities

What resource inequities did you discover?

Guidance	
<b>Resource Inequities</b>	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

1. Financial Resources have been sufficient to provide for the needs of all sub-groups.
2. Personnel and Staffing is sufficient to provide for the identified needs of students. Additional support staff are funded through supplemental dollars: academic coach, counselor, five intervention teachers, and two School Community Resource Assistants who support our Farsi/Dari and Spanish communities
3. Instructional Materials and Technology is currently sufficient. In recent years, curriculum aligened with the Science of Reading has been purchased for both core instruction and intervention. The site has also purchased devices for each student in the school and maintains a robust catalog of online applicaiton subscriptions to supplement academic and social emotional instruction.
4. Support Systems and Programs: staff has identified this area as the area of greatest need. Current school practice is to recognize students at monthly awards assemblies for academic and behavioral accomplishments. Staff, parents and students all acknowledge the need for goal-setting and student recognition to be enhanced both within the classroom and on the system level. As a site, we are inconsistent with encouraging students to establish learning goals and inconsistently provide students with opportunities to minotor their own progress toward class or individual goals. In response to this data, we will implement the following evidence-based actions to address the needs of our identified student groups:
  - 5. Professional Development Opportunities: staff will be provided with on-going professional learning oportunities during pre-service professional development and collaboration time to explore how goal-setting enhances student achievement, develops self-regulation skills, encourages growth mindset, promotes personalized learning, cultivates social-emotional skills, and strengthens student-teacher relationships.



# Input from Educational Partners

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

## Involvement Process for the SPSA and Annual Review and Update

Parents, students and staff were consulted through out the school year. All educational partners completed the annual climate survey in January 2023 which provided the site with information as to the status of caring relationships, family and staff engagement, school decision making, safety, sense of belonging, academic progress, high expectations, college and career readiness and customer satisfaction. Staff reviewed this data in the spring and sought input from School Site Council, the English Language Advisory Committee, parents during Coffee with the Principal during meetings scheduled throughout the year. School staff visited fourth and fifth grade classrooms to engage in conversations regarding students' vision for the school and individual interviews were completed with a cross-section of students in grades K-5.

## Resource Inequities

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

Support Systems and Programs: staff has identified this area as the area of greatest need. Current school practice is to recognize students at monthly awards assemblies for academic and behavioral accomplishments. Staff, parents and students all acknowledge the need for goal-setting and student recognition to be enhanced both within the classroom and on the system level. As a site, we are inconsistent with encouraging students to establish learning goals and inconsistently provide students with opportunities to monitor their own progress toward class or individual goals. In response to this data, we will implement the following evidence-based actions to address the needs of our identified student groups:

Set Clear and Measurable Goals:

- a. Identify specific reading targets for each student, such as improving reading speed, comprehension, or expanding vocabulary.
- b. Make the goals challenging yet achievable and ensure they align with grade-level expectations.

Communicate with Parents:

- a. Organize a meeting or orientation session to explain the importance of reading achievement and parental involvement.
- b. Emphasize the role of parents in supporting their child's reading progress and encourage them to be actively engaged.

Provide Resources for Parents:

- a. Offer a variety of resources, such as recommended book lists, online reading platforms, and age-appropriate reading materials.
- b. Share tips on how parents can encourage reading at home, like establishing a daily reading routine or discussing books with their child.

Foster a Reading-Friendly Environment:

- a. Collaborate with parents to create a conducive reading environment at home, including a comfortable reading nook and access to a range of age-appropriate books.

b. Encourage parents to limit screen time and designate specific reading periods for their child.

#### Regular Progress Monitoring:

- a. Implement regular assessments or reading tests to track students' progress and provide feedback to both students and parents.
- b. Share progress reports or reading logs with parents, highlighting improvements and areas that require additional focus.

#### Celebrate Achievements:

- a. Establish a system for recognizing and celebrating students' reading achievements, such as monthly reading awards or certificates.
- b. Involve parents in these celebrations by inviting them to attend special reading events or award ceremonies.

#### Engage Parents in Reading Activities:

- a. Organize workshops or interactive sessions to educate parents about effective reading strategies and techniques.
- b. Encourage parents to participate in read-aloud sessions, book clubs, or volunteering as reading buddies in the classroom.

#### Create Healthy Competition:

- a. Introduce reading challenges or contests within the school or classroom to promote friendly competition among students.
- b. Keep parents informed about these challenges and encourage them to support their child's participation.

#### Celebrate Reading as a Community:

- a. Collaborate with the school community, local libraries, or literacy organizations to host reading events or author visits.
- b. Encourage parents to attend these events with their child, fostering a shared enthusiasm for reading.

#### Regular Communication Channels:

- a. Establish effective communication channels with parents, such as newsletters, emails, or a dedicated online platform, to share reading-related updates, tips, and success stories.
- b. Encourage parents to share their child's reading progress or any challenges they may be facing, ensuring a two-way dialogue.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.13%	0.14%		1	1
African American	13.9%	14.93%	13.87%	110	113	100
Asian	30.2%	33.29%	38.97%	240	252	281
Filipino	0.8%	0.53%	0.14%	6	4	1
Hispanic/Latino	25.9%	26.02%	21.5%	206	197	155
Pacific Islander	1.6%	1.59%	1.25%	13	12	9
White	23.3%	20.61%	21.08%	185	156	152
Multiple/No Response	4.2%	2.91%	3.05%	33	22	22
	<b>Total Enrollment</b>			794	757	721

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	126	129	128
Grade 1	132	129	120
Grade 2	129	125	123
Grade3	133	126	114
Grade 4	131	125	120
Grade 5	143	123	116
<b>Total Enrollment</b>	794	757	721

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	364	424	401	45.80%	56.0%	55.6%
Fluent English Proficient (FEP)	62	60	75	7.80%	7.9%	10.4%
Reclassified Fluent English Proficient (RFEP)	7			1.9%		

Howe Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

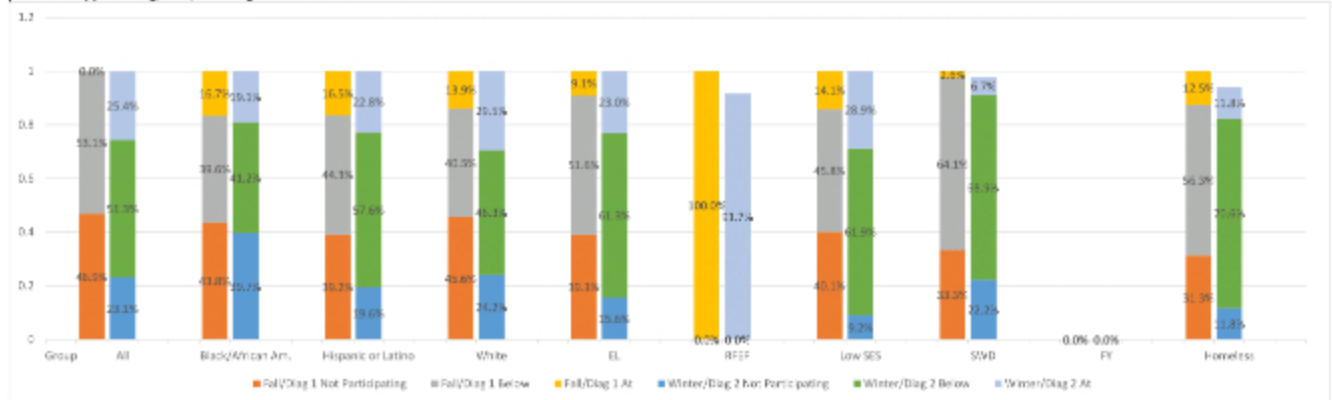
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	463	150	170	0	107	238	118			
Black/African Am.	68	21	19	8	27	28	13			
Hispanic or Latino	92	31	35	13	18	53	21			
White	95	36	32	11	23	44	28			
EL	243	86	113	20	38	149	56			
RFP	12	0	0	11	0	0	11			
Low SES	315	119	136	42	29	195	91			
SWD	45	13	25	1	10	31	3			
FY	3	1	0	1	0	1	2			
Homeless	17	5	9	2	2	12	2			

Howe Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	464	46.9%	53.1%	0.0%	23.1%	51.3%	25.4%			
Black/African Am.	68	43.8%	39.6%	16.7%	39.7%	41.7%	18.1%			
Hispanic or Latino	92	39.2%	44.3%	16.5%	19.6%	57.5%	22.8%			
White	95	45.6%	40.5%	13.8%	24.2%	46.3%	29.5%			
EL	243	35.3%	51.6%	9.1%	15.6%	61.3%	23.0%			
RFP	12	0.0%	0.0%	100.0%	0.0%	0.0%	91.7%			
Low SES	315	40.1%	45.8%	14.1%	9.2%	61.9%	28.9%			
SWD	45	33.3%	64.1%	2.6%	22.2%	68.9%	6.7%			
FY	3	50.0%	0.0%	50.0%	0.0%	33.3%	66.7%			
Homeless	17	31.3%	56.3%	12.5%	11.8%	70.6%	11.8%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Howe Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	28	20	0	0	28	0	0			
K	126	107	0	0	25	66	35			
1	156	8	87	33	25	85	46			
2	153	15	83	29	29	87	37			

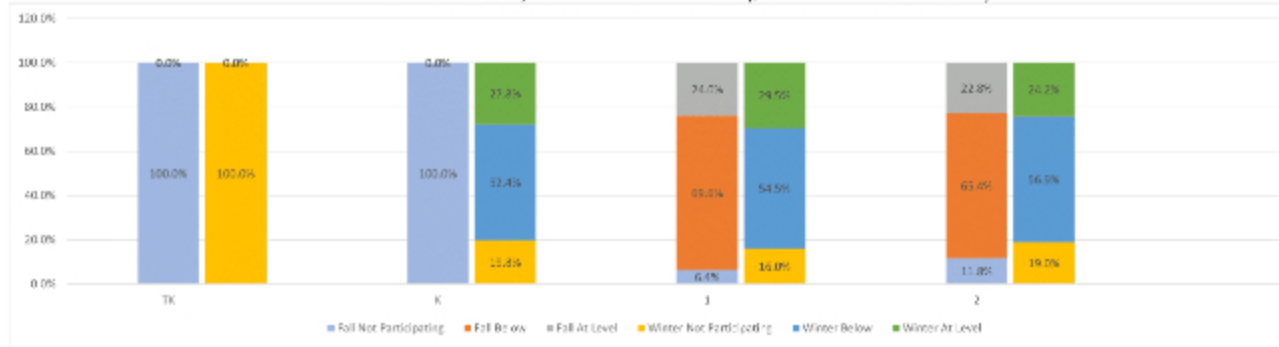
Howe Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	28	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	126	100.0%	0.0%	0.0%	19.8%	52.4%	27.8%			
1	156	6.4%	69.6%	24.0%	16.0%	54.5%	29.5%			
2	153	11.8%	65.4%	22.8%	19.0%	56.9%	24.2%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

\*Below = Approaching, One, or Two grade levels below standard

Howe Avenue Elementary - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Howe Avenue Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

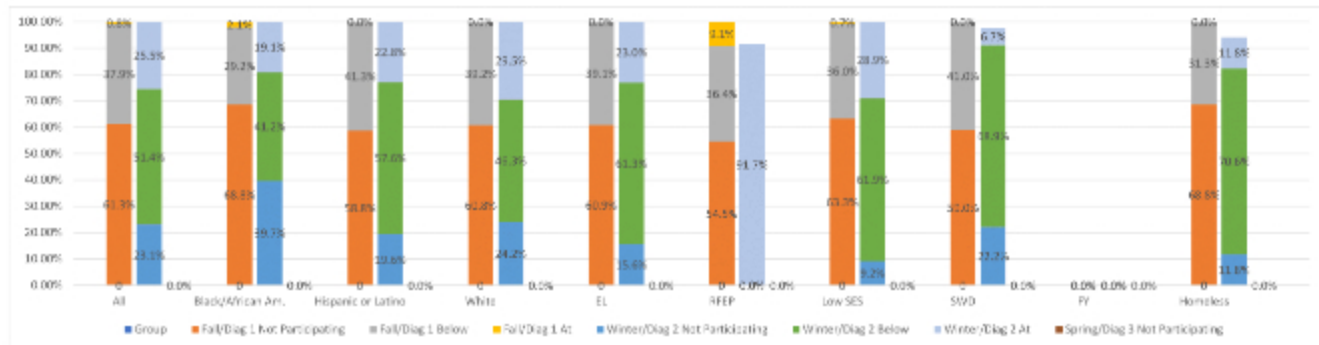
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	463	233	144	3	305	155	3			
Black/African Am.	68	33	14	1	52	15	1			
Hispanic or Latino	92	47	33	0	55	37	0			
White	95	48	31	0	63	32	0			
EL	243	134	86	0	151	92	0			
RFP	12	6	4	1	5	5	1			
Low SES	315	188	107	2	197	116	2			
SWD	45	23	16	0	27	17	0			
FY	3	2	0	0	3	0	0			
Homeless	17	11	5	0	9	7	0			

Howe Avenue Elementary - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	464	61.3%	37.9%	0.8%	65.7%	33.4%	0.6%			
Black/African Am.	68	68.8%	29.2%	2.1%	76.5%	22.1%	1.5%			
Hispanic or Latino	92	58.8%	41.3%	0.0%	59.8%	40.2%	0.0%			
White	95	60.8%	39.2%	0.0%	66.3%	33.7%	0.0%			
EL	243	60.9%	39.1%	0.0%	62.1%	37.9%	0.0%			
RFP	12	54.5%	36.4%	9.1%	41.7%	41.7%	8.3%			
Low SES	315	63.3%	36.0%	0.7%	62.5%	36.8%	0.6%			
SWD	45	59.0%	41.0%	0.0%	60.0%	37.8%	0.0%			
FY	3	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
Homeless	17	68.8%	31.3%	0.0%	52.9%	41.2%	0.0%			

\*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

\*Below = Approaching, One, or Two grade levels below standard



Howe Avenue Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	28	20	0	0	28	0	0			
K	126	107	0	0	126	0	0			
1	156	13	110	3	40	113	3			
2	153	93	34	0	111	42	0			

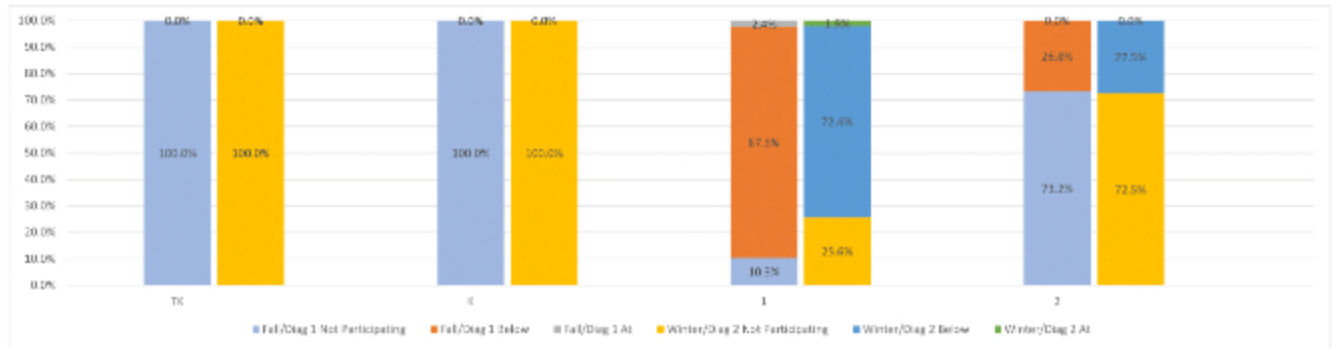
Howe Avenue Elementary -2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	28	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	126	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
1	156	10.3%	87.3%	2.4%	25.6%	72.4%	1.9%			
2	153	73.2%	26.8%	0.0%	72.5%	27.5%	0.0%			

\*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below = Approaching, One, or Two grade levels below standard

Howe Avenue Elementary - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency





**Conclusions based on this data:**

1. The rate of students not participating was high, anywhere from 34% - 48% depending on subgroup and grade level as testing took place during the Omicron surge, and students were absent due to illness or exposure to a Covid positive individual.

Of the students assessed, approximately 45% of students in each sub-group were not performing at grade level.

RFEP is the highest performing subgroup. These students have received additional instruction through designated ELD in reading and writing.

Hispanic/Latino students underperformed other subgroups. This is possibly due to two factors: a higher rate of absenteeism in this subgroup and students still learning English.



**Spring 2023  
District Climate Survey Results by School**

**Howe**

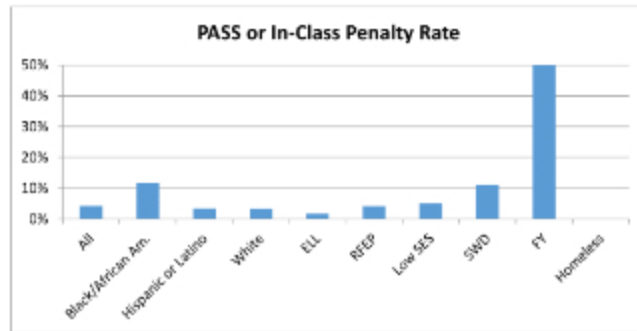
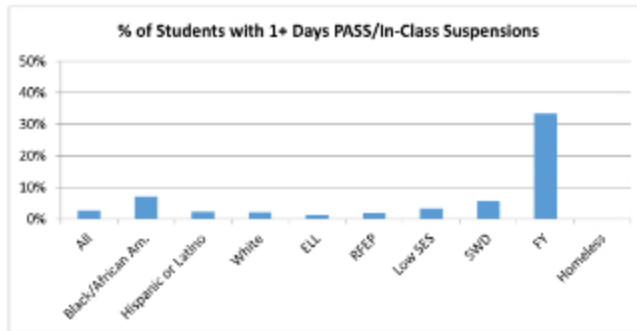
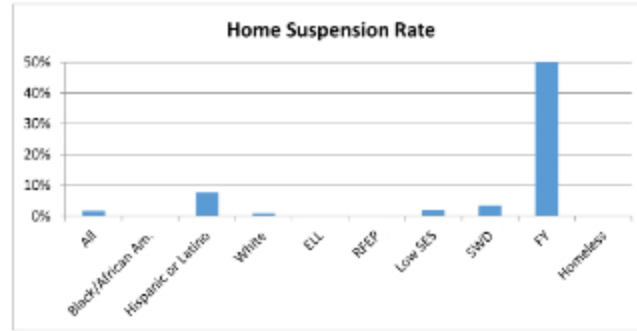
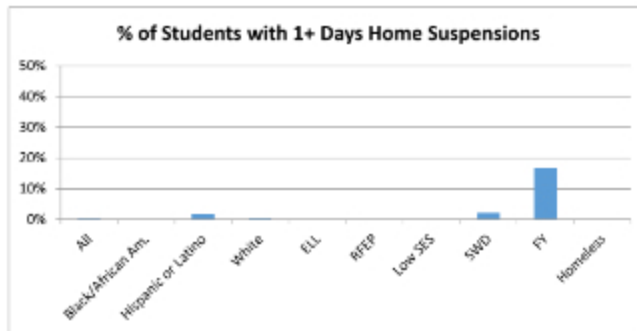
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
	Pct Strongly Agree/Agree					
<b>Caring Relationships</b>						
A) School has a climate that is caring.	282	89.01%	100	79.00%	55	90.91%
B) There are students and staff on campus who listen to students when they have something to say.	280	85.00%	90	72.22%	55	90.91%
C) There is an adult from the school who checks on how students are doing.	279	75.27%	89	64.04%	55	96.36%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	276	83.70%	91	81.32%	55	74.55%
E) Staff feels supported to do their job well in meeting the needs of all students.					55	76.36%
F) Staff feels part of an effective team.					55	89.09%
<b>Family and Staff Engagement</b>						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	282	84.78%			54	94.44%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	281	85.77%			54	79.63%
C) The school offers families opportunities to be involved in school and classroom activities.	279	80.65%			55	69.09%
D) The school keeps families well-informed about school activities.	281	84.34%			55	89.09%
E) The staff at our school listens to family concerns about issues.	284	82.04%			55	87.27%
F) The staff at school are helpful and welcoming when families come to school or call.	285	87.72%			55	90.91%
G) The school and families are partners in promoting positive behavior for my student.	283	86.93%			54	68.52%
H) Families who speak a language other than English receive general information about our school in their home language.	283	88.69%			54	94.44%
I) Staff receive information about upcoming events and important information about the school.					55	100.00%
<b>School Decision Making</b>						
A) School seeks input when making important decisions.	281	81.49%	97	62.89%	54	81.48%
B) Important school decisions reflect diverse input.	282	81.56%	86	56.98%	54	74.07%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	282	78.72%				
D) The principal and staff listen to concerns of other staff members about issues.					54	83.33%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					54	83.33%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					54	92.59%
G) Our school uses data from this survey to inform site decision making.					55	80.00%
H) Staff voice matters in decision making.					54	74.07%
<b>Safety</b>						
A) Concerns about student safety are taken seriously.	282	84.75%	99	70.71%	54	77.78%
B) Concerns about student safety are addressed in a timely manner at my school.	281	81.49%	90	73.33%	54	83.33%
C) My school is a safe place for all students.	282	84.40%	90	67.78%	54	68.52%
D) My school is a safe place for all staff.					54	62.96%
E) Students know what staff member to go to if they have a safety concern.	281	81.14%	88	72.73%	54	88.89%
F) Students know school safety protocols.	281	77.94%	88	77.27%	54	87.04%
G) I feel safe sharing different viewpoints and perspectives at my school.	282	78.72%	87	59.77%	54	66.67%
<b>Sense of Belonging</b>						
A) School staff respects student diversity.	281	86.83%	92	76.09%	55	96.36%
B) Adults at my school treat students respectfully.	285	89.12%	90	73.33%	55	90.91%
C) Students are respectful to each other at school.	285	70.53%	93	38.71%	55	52.73%
D) Students have opportunities to socialize with other students often at school.	284	83.45%	87	64.37%	54	94.44%
E) Students have an adult on campus they trust.	284	75.35%	90	82.22%	83	96.23%
F) Students trust other students at school.	276	63.04%	87	72.41%	54	75.93%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	277	63.90%	85	56.47%	53	71.70%
H) School staff reflects student diversity.	280	76.43%	84	69.05%	54	75.93%
<b>Academic Progress</b>						
A) Families and students understand how assignments and tests are graded.	284	74.39%	92	70.65%	54	59.26%
B) Questions and concerns about schoolwork are addressed.	282	82.98%	89	73.03%	54	75.93%
C) Student grades reflect their knowledge of the material.	282	80.50%	88	71.59%	55	78.18%
D) Adults at my school believe all students can be successful.	285	88.07%	88	82.95%	54	92.59%
E) Students feel comfortable and unjudged to ask their teacher for help.	283	86.22%	87	68.97%	54	98.15%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	283	88.69%	87	77.01%	55	92.73%
G) Teachers at my school go out of their way to help all students.	282	84.75%	85	71.76%	55	92.73%
H) Students receive timely and regular feedback on their learning.	283	78.80%	85	76.47%	54	88.89%
I) Staff at my school provides resources or ideas that help families support their students at home.	282	77.66%			54	83.33%
<b>High Expectations</b>						
A) Students are challenged academically at school.	278	59.71%	94	61.70%	54	83.33%
B) School recognizes and celebrates the academic success of all students.	281	80.43%	89	67.42%	55	96.36%
C) Adults on campus motivate students to do their best.	282	76.95%	90	82.22%	55	98.18%
D) School provides additional academic support when students are struggling.	282	75.53%	88	76.14%	55	96.36%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
<b>Student Engagement</b>						
A) Students are interested in what they are learning.	283	88.34%	95	73.68%	53	88.68%
B) Students have access to classes and activities that meet their interests and talents.	282	82.98%	89	66.29%	53	84.91%
C) Students understand how to complete their schoolwork.	278	80.22%	90	71.11%	54	77.78%
D) Students complete assignments on time.	281	81.14%	88	59.09%	52	59.62%
E) Students are motivated to do their schoolwork.	281	81.14%	88	69.32%	52	67.31%
<b>College and Career Readiness</b>						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	272	69.85%	92	76.09%	52	80.77%
B) Students and families know what classes they will have to take and pass to graduate from high school.	275	67.27%	91	71.43%	52	42.31%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	273	69.23%	89	56.18%	53	84.91%
D) School offers college and career programs.	271	57.56%	91	56.04%	52	51.92%
E) Students participate in programs to learn about different jobs, careers, and colleges.	269	53.16%	89	57.30%	51	64.71%
F) Students are prepared for the next step of their educational experience.	273	68.50%	88	75.00%	53	54.72%
G) Staff are optimistic about the future of their career in San Juan Unified.					54	79.63%
H) There are equitable opportunities for advancement in the district.					54	72.22%
<b>Customer Satisfaction</b>						
A) I would recommend my school to other families.	278	76.26%	97	79.58%	55	78.18%
B) San Juan Unified School District is a district that I would recommend to other families.	281	82.56%	93	77.42%	55	90.91%

**Howe Avenue Elementary 2022-2023 Suspension Data**

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	874	4	0.46%	23	16	1.83%	24	2.75%	37	4.23%
Black/African Am.	155	-	0.00%	-	-	0.00%	11	7.10%	18	11.61%
Hispanic or Latino	181	3	1.66%	19	14	7.73%	4	2.21%	6	3.31%
White	186	1	0.54%	4	2	1.08%	4	2.15%	6	3.23%
ELL	460	-	0.00%	-	-	0.00%	6	1.30%	8	1.74%
RFEF	49	-	0.00%	-	-	0.00%	1	2.04%	2	4.08%
Low SES	611	2	0.33%	19	13	2.13%	20	3.27%	31	5.07%
SWD	89	2	2.25%	5	3	3.37%	5	5.62%	10	11.24%
FY	6	1	16.67%	15	11	183.33%	2	33.33%	3	50.00%
Homeless	36	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%



\* Low SES: Low SES includes low income students and students whose parents have not completed high school.

\*\* SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Howe Avenue Elementary - I-Ready Diagnostic 2 ELA Proficiency Level by Group

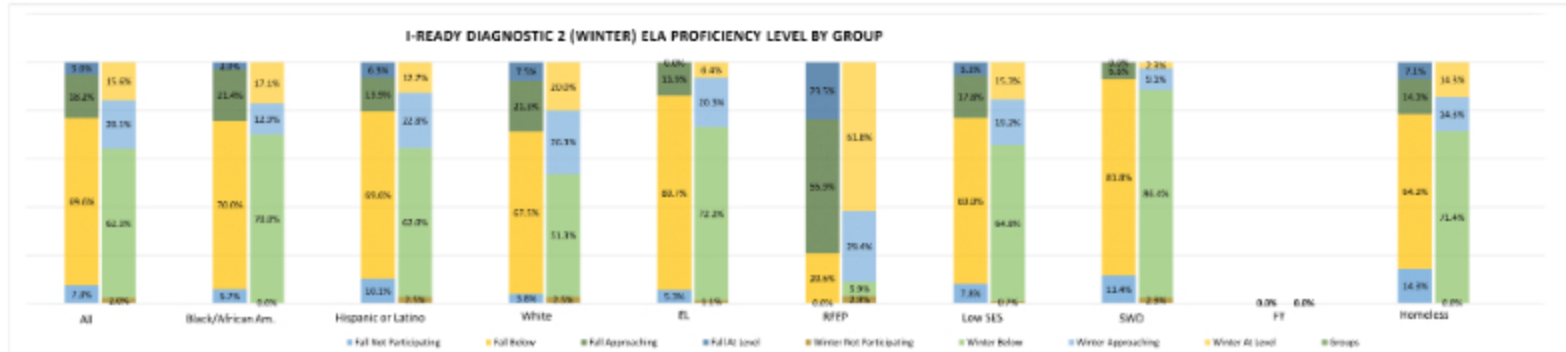
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	358	26	249	65	58	7	223	72	56				
Black/African Am.	70	4	49	15	2	0	49	9	12				
Hispanic or Latina	79	8	55	11	5	2	49	18	10				
White	80	3	54	17	6	2	41	21	16				
EL	187	20	151	26	0	2	135	28	12				
FFEP	34	0	7	19	8	1	2	10	21				
Low SES	281	22	184	50	15	2	182	54	43				
SWD	44	5	36	3	0	1	38	4	1				
FY	3	2	1	0	0	0	3	0	0				
Homeless	14	2	6	2	1	0	10	2	2				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	358	7.3%	69.6%	18.2%	5.0%	2.0%	62.3%	20.1%	15.6%				
Black/African Am.	70	5.7%	70.0%	21.4%	2.9%	0.0%	70.0%	12.9%	17.1%				
Hispanic or Latina	79	10.1%	69.6%	18.9%	6.8%	2.5%	62.0%	22.8%	12.7%				
White	80	3.8%	67.5%	21.3%	7.5%	2.5%	51.3%	26.8%	20.0%				
EL	187	5.3%	80.7%	13.9%	0.0%	1.1%	72.2%	20.8%	6.4%				
FFEP	34	0.0%	20.6%	55.9%	23.5%	2.9%	5.9%	29.4%	61.8%				
Low SES	281	7.8%	69.0%	17.8%	5.5%	0.7%	64.8%	19.2%	15.5%				
SWD	44	11.4%	81.8%	6.8%	0.0%	2.3%	86.4%	9.1%	2.3%				
FY	3	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	14	14.3%	64.3%	14.3%	7.1%	0.0%	71.4%	14.3%	14.3%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below - Two grade levels or more below standard

\*\*Approaching - One grade level below standard



Howe Avenue Elementary - I-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

Grade	Fall/Diagnostic 1 - Ready Grade Level Placement					Winter/Diagnostic 2 - Ready Grade Level Placement				Spring/Diagnostic 3 - Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	116	6	87	18	7	5	89	21	23				
4	125	7	72	39	5	2	71	36	34				
5	119	33	93	10	6	2	83	15	29				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

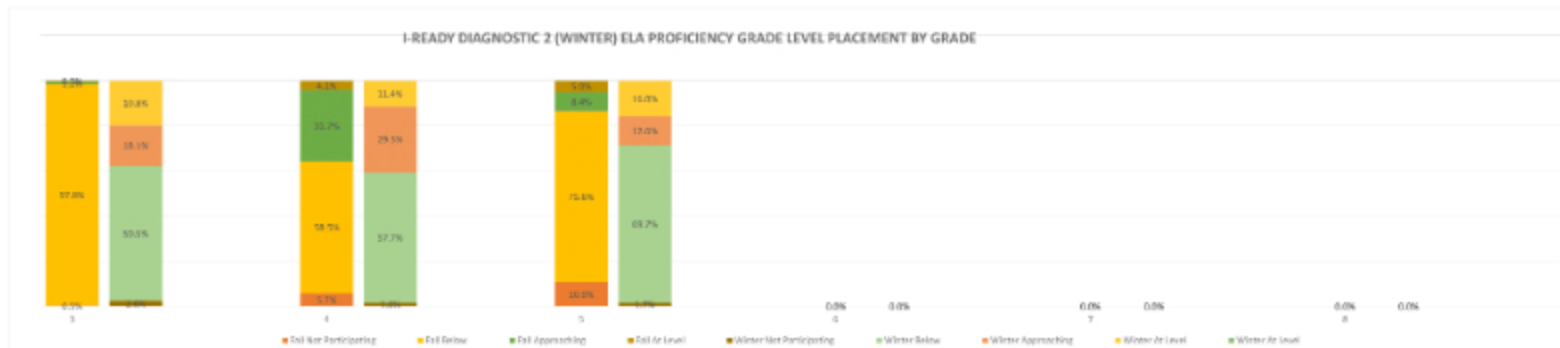
  

Grade	Fall/Diagnostic 1 - Ready Grade Level Placement					Winter/Diagnostic 2 - Ready Grade Level Placement				Spring/Diagnostic 3 - Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	116	5.2%	75.0%	15.5%	6.0%	2.6%	59.5%	18.1%	19.8%				
4	125	5.7%	58.5%	31.7%	4.1%	1.6%	57.7%	29.3%	11.4%				
5	119	10.9%	78.6%	8.4%	5.0%	1.7%	89.7%	12.6%	16.0%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below = Two grade levels or more below standard

\*\*Approaching = One grade level below standard



Howe Avenue Elementary - I-Ready Diagnostic 2 Math Proficiency Level by Group

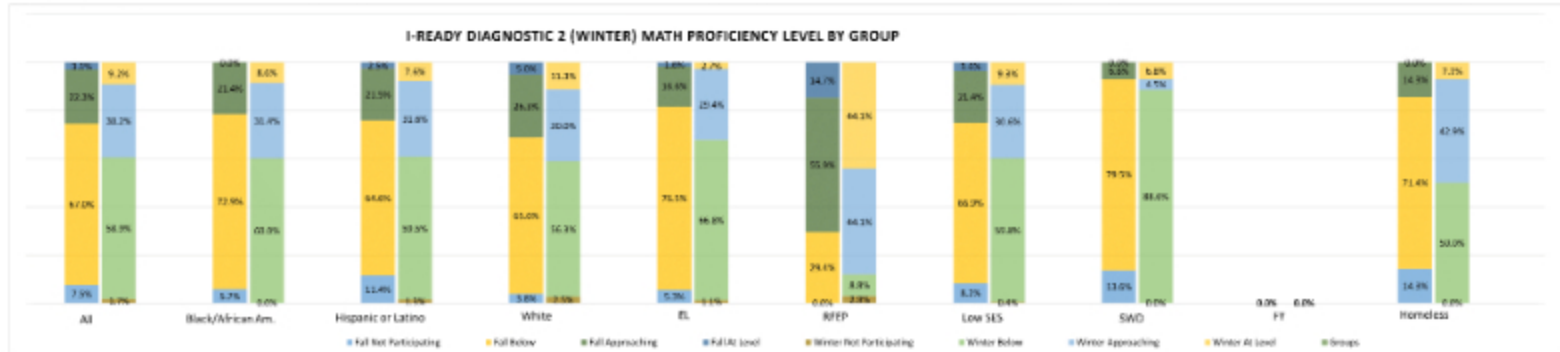
Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	358	27	240	80	33	6	211	308	33				
Black/African Am.	70	4	51	15	0	0	42	22	6				
Hispanic or Latina	79	9	51	17	2	1	47	25	6				
White	80	3	52	21	4	2	45	24	9				
EL	187	30	143	31	3	2	125	55	5				
FFEP	34	0	10	19	5	1	3	15	3				
Low SES	281	23	188	60	30	1	168	86	26				
SWD	44	6	35	3	0	0	38	2	3				
FY	3	2	1	0	0	0	3	0	0				
Homeless	14	2	10	2	0	0	7	6	1				

Group	Total Enrolled	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	358	7.5%	67.0%	22.3%	3.1%	1.7%	58.9%	30.2%	9.2%				
Black/African Am.	70	5.7%	72.9%	21.4%	0.0%	0.0%	60.0%	31.4%	8.6%				
Hispanic or Latina	79	11.4%	64.6%	23.5%	2.5%	1.3%	59.5%	31.6%	7.6%				
White	80	3.8%	65.0%	26.3%	5.0%	2.5%	56.3%	30.0%	11.8%				
EL	187	5.3%	76.5%	16.6%	1.6%	1.1%	66.8%	29.4%	2.7%				
FFEP	34	0.0%	29.4%	55.9%	14.7%	2.9%	8.8%	44.1%	44.1%				
Low SES	281	8.2%	66.9%	21.4%	3.6%	0.4%	59.8%	30.6%	9.3%				
SWD	44	13.6%	79.5%	6.8%	0.0%	0.0%	89.5%	4.5%	6.8%				
FY	3	66.7%	33.3%	0.0%	0.0%	0.0%	100.0%	0.0%	0.0%				
Homeless	14	14.3%	71.4%	14.3%	0.0%	0.0%	50.0%	42.9%	7.1%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below - Two grade levels or more below standard

\*\*Approaching - One grade level below standard



Howe Avenue Elementary - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	116	7	93	17	2	2	88	37	9				
4	125	7	74	38	4	2	73	36	12				
5	119	13	78	25	5	2	70	35	12				
6	0	0	0	0	0	0	0	0	0				
7	0	0	0	0	0	0	0	0	0				
8	0	0	0	0	0	0	0	0	0				

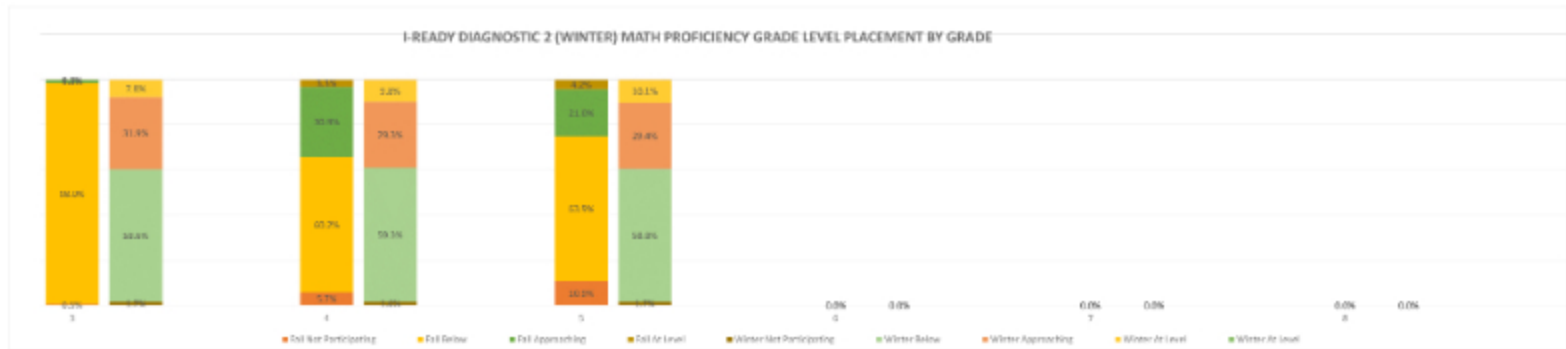
  

Grade	Fall/Diagnostic 1 I-Ready Grade Level Placement					Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	116	6.0%	77.6%	14.7%	1.7%	1.7%	58.6%	31.9%	7.8%				
4	125	5.7%	60.2%	30.9%	3.3%	1.6%	59.3%	29.3%	9.8%				
5	119	10.9%	65.9%	21.0%	4.2%	1.7%	58.8%	29.4%	10.1%				
6	0												
7	0												
8	0												

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

\*Below = Two grade levels or more below standard

\*\*Approaching = One grade level below standard





**Conclusions based on this data:**

1. iReady 3-5 Reading

The rate of students not participating was much improved for the iReady assessment and our data better reflects our students abilities. R-FEP continues to demonstrate substantially higher levels of reading ability (31.3%) than other sub groups. Students with disabilities (2.6%) and homeless youth (2.9%) struggled the most with proficiency.

Overall

\* Not Participating 2.9%

\* Below Grade Level 83.9%

\* At Grade Level 13%

Most subgroups, with the exception of homeless and students with disabilities, made statistically significant improvement in reading achievement from fall 2021 (6.9% overall on grade level) to winter 2022 (13.2% overall on grade level). This is due to consistent, in-person instruction, daily designated English Language Development and access to intervention teachers through the school's Knowledge for College intervention program.

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Connected School Communities

## LEA/LCAP Goal

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

## SPSA/Goal 1

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

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

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

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

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

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

The 3 and 5 day phones demonstrated that we needed provide parent education regarding the importance of students attending school regularly. Once families were informed of the impact on their student of missing school attendance improved.

**2022-23**

**Identified Need**

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

**Annual Measurable Outcomes**

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Attendance Rates (Attendance Rate and Chronically Absent)

Attendance Rate  
 Overall 88.6%  
 English Learner 91.3%  
 SES 88.7%  
 Homeless 77.3%  
 Foster Youth 83.7  
 Students with Disabilities 83.9%  
 African American 83.0%  
 Hispanic/Latino 85.7%  
 White 89.2%

Improve Attendance Rate by 1% for each sub-group  
  
 Reduce Chronic Absenteeism by 5% for each sub-group

Chronically Absent (Semester One)  
 Overall 44.3%%  
 English Learner 33.8%  
 SES 39.7%  
 Homeless 72.2%  
 Foster Youth 33.3%  
 Students with Disabilities 55.1%  
 African American 61.5%  
 Hispanic/Latino 56.8%  
 White 40.3%

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

**Strategy/Activity & Proposed Expenditures**

1.1	School Community Resource Assistant - (Farsi) to build community connections and support families with attendance, primary language support, and access to school and community resources.	All Students X English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries LCFF Supplemental Centralized Services (District Only) 3000-3999: Employee Benefits	30,131 12,975	School Year 2023-24
1.2	School Community Resource Assistant - (Spanish) to build community connections and support families with attendance,	All Students X English Learners Low-Income Students Foster Youth Other	Administrator	LCFF Supplemental Centralized Services (District Only) 2000-2999: Classified Personnel Salaries	37,968 15,503	School Year 2023-24

	primary language support, and access to school and community resources.			LCFF Supplemental Centralized Services (District Only) 3000-3999: Employee Benefits		
1.3	Purchase school spirit items to increase connected to school	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	Other 4000-4999: Books And Supplies	10,000	School Year 2023-24
1.4	Provide primary language support to parents and families by securing interpreters for events, meetings, and regular communication .	All Students X English Learners Low-Income Students Foster Youth Other	Principal and ELD Team		0.00	School Year 2023-24
1.5	Engage in family outreach though attendance	X All Students English Learners Low-Income Students Foster Youth	Principal	Title I Part A Parent Involvement	2438.00 3000.00	School Year 2023-24

	phone calls/parent meetings, and family events.	Other		4000-4999: Books And Supplies Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures Title I Part A Parent Involvement 1000-1999: Certificated Personnel Salaries	3000.00	
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Healthy Environments for Social-Emotional Growth

## LEA/LCAP Goal

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

## SPSA/Goal 2

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

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

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

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

Additional rec aides helped to support student supervision. Rec aides were somewhat effective in assisting with student behavior. Project Optimism was brought in as a partnership, they worked with our students of color throughout the year. The decrease in African American suspensions and decreased incidents on the playground are a reflection of the partnership. An increase in suspensions for Students with Disabilities

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

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

**2022-23**

**Identified Need**

Refocus our efforts with PBIS including data collection, reporting, tier 1, 2, and 3 strategies.  
 Attend PBIS training.  
 Increase restorative practices  
 Increase supervision so students can participate in an alternative recess experience

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Referrals to School Administration	59% of incidents were physical aggression and 40% of incidents occurred on the playground	Reduce number of referrals to the office for physical aggression
Overall suspension rate	3.17%	Reduce to 2.5%
African American suspension rate	3.68%	Remain in alignment with overall rate
Students with Disabilities suspension rate	23.00%	Reduce to be in alignment with overall rate

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Utilize additional rec aide hours to increase positive choices on the playground and	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	LCFF Supplemental Centralized Services (District Only)	3,412 1,034	School Year 2023-24



	reduce student referrals/suspension.			2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries		
2.2	Review suspension and attendance data for low SES, homeless and AA students and make recommendations for support to the site Wellness team	All Students English Learners X Low-Income Students Foster Youth X Other African-American, Homeless	Administrator			School Year 2023-24
2.3	Purchase subscription, materials and supplies, for students to further implement the philosophies of No Excuses University, thus promoting	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And	1,150	School Year 2023-24

	connectedness to school and getting students excited about college and career readiness			Operating Expenditures		
2.4	Employ 1.0 campus monitor and .9375 campus representative	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	59,861 46,880	School Year 2023-24
2.5	Students will be recognized and celebrated for academic performance and behavior improvement using Positive Behavior Supports. Curriculum, materials and	X All Students English Learners Low-Income Students Foster Youth Other	Admin, Behavior Intervention Teacher	Other 4000-4999: Books And Supplies	10,000	School Year 2023-24

	supplies will be purchased to support student behavioral and academic goals.					
2.6		All Students English Learners Low-Income Students Foster Youth Other				

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Engaging Academic Programs

## LEA/LCAP Goal

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

## SPSA/Goal 3

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

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Text levels (3x per year), iReady (2x per year), ELPAC (1 x per year), local assessment to determine need for intervention needs (4 x per year)Text Levels (grades K-2): at grade level at trimester two

- \* 25.4% of students
- \* 28.9% of low ses
- \* 19.1% of African Amercian
- \* 22.8% of Hispanic/Latino
- \* 29.5% of White
- \* 23% of EL
- \* 6.7% of SWD
- \* 91.7% RFEP

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

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

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

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

**2022-23**

**Identified Need**

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

**Annual Measurable Outcomes**

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Winter 2022 Text Level	15.6% at or above grade level	20% at or above grade level
Winter 2022 iReady Reading	25.4% at or above grade level	30% at or above grade level
ELPAC 2022 Overall	39.1% at or above proficiency	Increase % of student scoring 3 and 4. Decrease Levels of students scoring 1 and 2.

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Utilize an Administrative Instructional Specialist to support teachers, staff, principal and	X All Students English Learners Low-Income Students Foster Youth Other	Principal	LCFF Supplemental Centralized Services (District Only)	160202	School Year 2023-24

	students in teaching and learning.			1000-1999: Certificated Personnel Salaries		
3.2	Provide after school tutoring in areas of identified student need	X All Students English Learners Low-Income Students Foster Youth Other	Principal, Teachers, Instructional Aides	Other 1000-1999: Certificated Personnel Salaries	20,000	School Year 2023-24
3.3	Hire 4 intervention teacher to lower class sizes during common intervention times and provide a targeted, systematic intervention program.	All Students X English Learners X Low-Income Students X Foster Youth Other	Admin	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	384,508 151,399	School Year 2023-24
3.4	Order materials, supplies, technology and supplemental	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Comprehensive Support and	192,399	School Year 2023-24

	books/curriculum for teachers to assist/improve instruction in the areas of Common Core State Standards instruction, Integrated/Designated English Language Development, Math, and targeted interventions and supplemental programs.			Improvement (CSI) 4000-4999: Books And Supplies		
3.5	Provide teachers with release time to engage in collaboration, professional learning, and student assessment.	X All Students English Learners Low-Income Students Foster Youth Other	Administrator	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	7,332.00 3,105.00	School Year 2023-24

3.6	Purchase site licenses as needed to supplement implementation of Common Core State Standards, Social Emotional Learning and NEU exceptional systems Order online subscriptions digital to expand learning, engagement, and intervention opportunities	X All Students English Learners Low-Income Students Foster Youth Other	Admin	Comprehensive Support and Improvement (CSI) 5800: Professional/Consulting Services And Operating Expenditures	45,000	School Year 2023-24
3.7	Send teachers/admin to NEU conference to provide professional learning for systems and curriculum which lead to high student	X All Students English Learners Low-Income Students Foster Youth Other	Admin/Teachers	Comprehensive Support and Improvement (CSI) 5000-5999: Services And Other Operating	20,000	School Year 2023-24



	academic achievement			Expenditures		
3.8	Provide students with field trips and assemblies for in-person, real world learning experiences	X All Students English Learners Low-Income Students Foster Youth Other	Administrators , Teachers	Other 5000-5999: Services And Other Operating Expenditures	30,000	School Year 2023-24
3.9		All Students English Learners Low-Income Students Foster Youth Other				
3.10	Ensure all English Learners receive Designated and Integrated English Language Development (ELD) daily. 4.0 FTE ELD Teacher	All Students X English Learners Low-Income Students Foster Youth Other	EL Program Manager ELD Teacher(s)	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	576,480	School Year 2023-24

3.11	Provide primary language support to EL students, and/or the targeted student population, at beginning and early intermediate proficiency levels to support core content instruction in collaboration with the classroom teacher. 4.0 FTE BIAs	All Students X English Learners Low-Income Students Foster Youth Other	Admin, Teachers, Bilingual Instructional Assistants	LCFF Supplemen tal English Learner Central 2000-2999: Classified Personnel Salaries	124,708	School Year 2023-24
3.12		All Students English Learners Low-Income Students Foster Youth Other				
3.13	Support and nurture improved instructional processes resulting in improved student	X All Students English Learners Low-Income Students Foster Youth X Other	Academic Coach	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	104,605  37,926	School Year 2023-24

	<p>achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting). 1.0 FTE Coach</p>			<p>Title I Part A Site Allocation 3000-3999: Employee Benefits</p>		
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# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Clear Pathways to Bright Futures

## LEA/LCAP Goal

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

## SPSA/Goal 4

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

# Annual Review

## SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Annual school survey

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

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

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

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

## 2022-23

## Identified Need

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

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Spring 2023 School Survey - College and Career Readiness- Students and families know what classes they will have to take and pass to graduate from high school.	67.27% of parents strongly agree/agree 71.43% of students strongly agree/agree	Increase to 80% strongly agree/agree
Spring 2023 School Survey - College and Career Readiness- Students participate in programs to learn about different jobs, careers, and colleges	53.16% of parents strongly agree/agree 57.30% of students strongly agree/agree	Increase to 75% strongly agree/agree

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

## Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	After school music, drama and sports enrichment	X All Students X English Learners X Low-Income Students X Foster Youth Other	Teachers	Other 1000-1999: Certificated Personnel Salaries Other 1000-1999: Certificated Personnel Salaries	45,000 2,500	School Year 2023-24

4.2	Partner with Project Optimism to provide students of color with academic and social emotional supports to pursue college and career opportunities	All Students English Learners X Low-Income Students X Foster Youth X Other	Principal	Other 5800: Professional/Consulting Services And Operating Expenditures	7,500	School Year 2023-24
4.3	Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.	X All Students English Learners Low-Income Students Foster Youth Other	School Counselor	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	99,454  51,101	School Year 2023-24



## Centralized Services for Planned Improvements in Student Performance

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

### Centralized Services

<b>SCHOOL GOAL #1:</b>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)		
		Description	Type	Funding Source (itemize for each source)
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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**SCHOOL GOAL #2:**

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>SCHOOL GOAL #3:</b>

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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<b>Actions to be Taken to Reach This Goal</b> <b>Consider all appropriate dimensions (e.g.,</b> <b>Teaching and Learning, Staffing, and Professional</b> <b>Development)</b>	<b>Start Date</b>  <b>Completion Date</b>	<b>Proposed Expenditure(s)</b>			
		<b>Description</b>	<b>Type</b>	<b>Funding Source</b> (itemize for each source)	<b>Estimated Cost</b>
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Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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**SCHOOL GOAL #4:**

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

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$847,084.00
Total Federal Funds Provided to the School from the LEA for CSI	\$339,882.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$2,300,571.00

## Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Comprehensive Support and Improvement (CSI)	\$258,549.00

Subtotal of additional federal funds included for this school: \$258,549.00

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

State or Local Programs	Allocation (\$)
	\$0.00
LCFF Supplemental Centralized Services (District Only)	\$260,191.00
LCFF Supplemental English Learner Central	\$701,188.00
LCFF Supplemental Site Allocation	\$110,880.00
Other	\$125,000.00
Title I Part A Parent Involvement	\$8,438.00
Title I Part A Site Allocation	\$836,325.00

Subtotal of state or local funds included for this school: \$2,042,022.00

Total of federal, state, and/or local funds for this school: \$2,300,571.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	110,880	0.00
LCFF Supplemental English Learner Central	701,188	0.00
LCFF Supplemental Centralized Services (District Only)	260,191	0.00
Title I Part A Site Allocation	836,325	0.00
Title I Part A Parent Involvement	8,438	0.00
Comprehensive Support and Improvement (CSI)	258,549	0.00

## Expenditures by Funding Source

Funding Source	Amount
	0.00
Comprehensive Support and Improvement (CSI)	258,549.00
LCFF Supplemental Centralized Services (District Only)	260,191.00
LCFF Supplemental English Learner Central	701,188.00
LCFF Supplemental Site Allocation	110,880.00
Other	125,000.00
Title I Part A Parent Involvement	8,438.00
Title I Part A Site Allocation	836,325.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	1,436,317.00
2000-2999: Classified Personnel Salaries	226,983.00
3000-3999: Employee Benefits	315,784.00
4000-4999: Books And Supplies	214,837.00

5000-5999: Services And Other Operating Expenditures	53,000.00
5800: Professional/Consulting Services And Operating Expenditures	53,650.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
4000-4999: Books And Supplies	Comprehensive Support and Improvement (CSI)	192,399.00
5000-5999: Services And Other Operating Expenditures	Comprehensive Support and Improvement (CSI)	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Comprehensive Support and Improvement (CSI)	46,150.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	190,333.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	41,380.00
3000-3999: Employee Benefits	LCFF Supplemental Centralized Services (District Only)	28,478.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental English Learner Central	576,480.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	124,708.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	3,105.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	60,895.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	46,880.00
1000-1999: Certificated Personnel Salaries	Other	67,500.00
4000-4999: Books And Supplies	Other	20,000.00
5000-5999: Services And Other Operating Expenditures	Other	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	7,500.00
1000-1999: Certificated Personnel Salaries	Title I Part A Parent Involvement	3,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	2,438.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	3,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	595,899.00

3000-3999: Employee Benefits

Title I Part A Site Allocation

240,426.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	115,015.00
Goal 2	122,337.00
Goal 3	1,857,664.00
Goal 4	205,555.00

# School Site Council Membership

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

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

Name of Members	Role
Cassidy Butler	Principal
Justyn LeDrew	Classroom Teacher
To Be Determined	Classroom Teacher
LaWanna White Montgomery	Classroom Teacher
To Be Determined	Other School Staff
To Be Determined	Parent or Community Member
To Be Determined	Parent or Community Member
To Be Determined	Parent or Community Member
To Be Determined	Parent or Community Member
Najlala Bouchama	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

On file

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 6/6/23.

Attested:

UKW

Principal, Cassidy Butler on 6/6/23

Onfile

SSC Chairperson, Linda Osterling on 6/6/23

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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



# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

## **Students to be Served by this Strategy/Activity**

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

*[This section meets the requirements for CSI.]*

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

## **Proposed Expenditures for this Strategy/Activity**

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

The TSI plan shall:

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

## Howe Avenue Elementary School

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

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide primary language support to parents and families by securing interpreters for events, meetings, and regular communication.		\$0.00	Connected School Communities	
Total Expenditures:		\$0.00		
Allocation Balance:		\$0.00		

**Funding Source: Comprehensive Support and Improvement (CSI)** **\$258,549.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Purchase subscription, materials and supplies, for students to further implement the philosophies of No Excuses University, thus promoting connectedness to school and getting students excited about college and career readiness	5800: Professional/Consulting Services And Operating Expenditures	\$1,150.00	Healthy Environments for Social-Emotional Growth	
Order materials, supplies, technology and supplemental books/curriculum for teachers to assist/improve instruction in the areas of Common Core State Standards instruction, Integrated/Designated English Language Development, Math, and targeted interventions and supplemental programs.	4000-4999: Books And Supplies	\$192,399.00	Engaging Academic Programs	

## Howe Avenue Elementary School

Purchase site licenses as needed to supplement implementation of Common Core State Standards, Social Emotional Learning and NEU exceptional systems Order online subscriptions digital to expand learning, engagement, and intervention opportunities	5800: Professional/Consulting Services And Operating Expenditures	\$45,000.00	Engaging Academic Programs
Send teachers/admin to NEU conference to provide professional learning for systems and curriculum which lead to high student academic achievement	5000-5999: Services And Other Operating Expenditures	\$20,000.00	Engaging Academic Programs

Comprehensive Support and Improvement (CSI) Total Expenditures: \$258,549.00

Comprehensive Support and Improvement (CSI) Allocation Balance: \$0.00

### Funding Source: LCFF Supplemental Centralized Services (District Only)

**\$260,191.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize additional rec aide hours to increase positive choices on the playground and reduce student referrals/suspension.	2000-2999: Classified Personnel Salaries	\$3,412.00	Healthy Environments for Social-Emotional Growth	
Utilize an Administrative Instructional Specialist to support teachers, staff, principal and students in teaching and learning.	1000-1999: Certificated Personnel Salaries	\$160,202.00	Engaging Academic Programs	
School Community Resource Assistant - (Farsi) to build community connections and support families with attendance, primary language support, and access to school and community resources.	1000-1999: Certificated Personnel Salaries	\$30,131.00	Connected School Communities	
School Community Resource Assistant - (Spanish) to build community connections and support families with attendance, primary language support, and access to school and community resources.	2000-2999: Classified Personnel Salaries	\$37,968.00	Connected School Communities	

## Howe Avenue Elementary School

3000-3999: Employee Benefits	\$12,975.00	Connected School Communities
3000-3999: Employee Benefits	\$15,503.00	Connected School Communities

LCFF Supplemental Centralized Services (District Only) Total Expenditures: \$260,191.00

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

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

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

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

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

### Funding Source: LCFF Supplemental Site Allocation **\$110,880.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	1000-1999: Certificated Personnel Salaries	\$3,105.00	Engaging Academic Programs	

## Howe Avenue Elementary School

Employ 1.0 campus monitor and .9375 campus representative	2000-2999: Classified Personnel Salaries	\$59,861.00	Healthy Environments for Social-Emotional Growth
	2000-2999: Classified Personnel Salaries	\$1,034.00	Healthy Environments for Social-Emotional Growth
	3000-3999: Employee Benefits	\$46,880.00	Healthy Environments for Social-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$110,880.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

### Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Students will be recognized and celebrated for academic performance and behavior improvement using Positive Behavior Supports. Curriculum, materials and supplies will be purchased to support student behavioral and academic goals.	4000-4999: Books And Supplies	\$10,000.00	Healthy Environments for Social-Emotional Growth	
Provide after school tutoring in areas of identified student need	1000-1999: Certificated Personnel Salaries	\$20,000.00	Engaging Academic Programs	
Purchase school spirit items to increase connected to school	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities	
Provide students with field trips and assemblies for in-person, real world learning experiences	5000-5999: Services And Other Operating Expenditures	\$30,000.00	Engaging Academic Programs	
After school music, drama and sports enrichment	1000-1999: Certificated Personnel Salaries	\$45,000.00	Clear Pathways to Bright Futures	

## Howe Avenue Elementary School

Partner with Project Optimism to provide students of color with academic and social emotional supports to pursue college and career opportunities	5800: Professional/Consulting Services And Operating Expenditures	\$7,500.00	Clear Pathways to Bright Futures
	1000-1999: Certificated Personnel Salaries	\$2,500.00	Clear Pathways to Bright Futures

Other Total Expenditures: \$125,000.00

Other Allocation Balance: \$0.00

### Funding Source: Title I Part A Parent Involvement **\$8,438.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Engage in family outreach though attendance phone calls/parent meetings, and family events.	4000-4999: Books And Supplies	\$2,438.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Connected School Communities	
	1000-1999: Certificated Personnel Salaries	\$3,000.00	Connected School Communities	

Title I Part A Parent Involvement Total Expenditures: \$8,438.00

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

### Funding Source: Title I Part A Site Allocation **\$836,325.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire 4 intervention teacher to lower class sizes during common intervention times and provide a targeted, systematic intervention program.	1000-1999: Certificated Personnel Salaries	\$384,508.00	Engaging Academic Programs	

## Howe Avenue Elementary School

Provide teachers with release time to engage in collaboration, professional learning, and student assessment.	1000-1999: Certificated Personnel Salaries	\$7,332.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$51,101.00	Clear Pathways to Bright Futures
Provide additional high, middle school and K-8 school counseling services for parents and students in the areas of education and career planning, student performance, personal and social relations, and parent and family relations.	1000-1999: Certificated Personnel Salaries	\$99,454.00	Clear Pathways to Bright Futures
	3000-3999: Employee Benefits	\$37,926.00	Engaging Academic Programs
Support and nurture improved instructional processes resulting in improved student achievement. Engage in a cycle of teacher observation followed by careful and reflective feedback on a variety of instructional practices (identifying the specific needs of students and appropriate actions to address those needs; collaborating on lesson design and delivery; formative and summative data collection, analysis and goal setting). 1.0 FTE Coach	1000-1999: Certificated Personnel Salaries	\$104,605.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$151,399.00	Engaging Academic Programs

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Title I Part A Site Allocation Total Expenditures: \$836,325.00

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

Howe Avenue Elementary School Total Expenditures: \$2,300,571.00