

School Year: **2023-24**



EAST AVENUE
ELEMENTARY SCHOOL

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
East Avenue Elementary School	01611926000921	04/25/2023	May 24, 2023

Mission and Vision Statements

HUSD Vision: Every student realizes their innate potential, becoming a lifelong learner and having a positive impact on their community.

HUSD Mission: We draw from our community's rich diversity in order to create an engaging and equitable educational experience, delivered in a safe and supportive environment.

Purpose and Description

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

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

School planning and LEA assistance for each school that meets the criteria for CSI will be incorporated into the Local Control and Accountability Plan (LCAP) and school planning processes. [Assembly Bill 716](#), signed by the Governor on September 18, 2018, and codified in the California Education Code sections 64001–65001, streamlines and aligns state and federal planning processes. Effective January 1, 2019, this law renames the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA). Additionally, the law contains the following key provision:

Allows the SPSA to meet ESSA requirements for comprehensive or targeted support and improvement planning

Upon notification by the LEA, **the school** is required to collaborate with educational partners to:

- Develop and implement a school-level plan to improve student outcomes

The school plan must:

- be based on indicators in the statewide accountability system and informed by all indicators, including student performance against long-term goals; and
- identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the school improvement plan.

For this section, all schools will select “Schoolwide Program.” In addition, if your school is in [CSI](#), [TSI](#), or [ATSI](#), you will need to also select those boxes as applicable.

Schoolwide Program

Additional Targeted Support and Improvement

Schoolwide Program

The purpose of a SWP is to improve academic achievement throughout a school so that all students, particularly the lowest-achieving students, demonstrate proficiency on the State's academic standards (34 Code of Federal Regulations [CFR] 200.25[a][1]). The improved achievement is to result from improving the entire educational program of the school (34 CFR 200.25[a][2]).

ATSI: There are 22 schools in the district which have been identified for Additional Targeted Support and Improvement (ATSI). Per the CA Dashboard Technical Guide, “Schools are eligible for ATSI if one or more student groups meet one of the following criteria:· All indicators at the lowest status level; or· All indicators at the lowest status level but one indicator at another status level”Our site is one of the sites that was identified as ATSI.

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

East Avenue developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:

1. Deeper Learning -- HUSD will increase students' deeper learning experiences, particularly for our underserved students, by building staff capacity to teach and interact with students in culturally responsive ways.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

These 4 goals align to the State's LCFF goals, which are: Basic Services, Implementation of State Standards, Parent Involvement, Pupil Achievement, Pupil Engagement, School Climate, Course Access, and Other Pupil Outcomes.

Therefore, all of the goals listed in this Plan are developed to meet State and ESSA requirements, as measured by both local and state metrics.

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Educational Partner Involvement

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

NOTE: ELAC and SSC are required educational partner groups. Suggested groups include AASAI and other parent groups at your site, staff meetings, ILT, and/or possibly a needs assessment sent to parents.

Involvement Process for the SPSA and Annual Review and Update

The East Avenue School Site Council met five times over the course of the 2022-23 school year. Council members are serving the first year of a two-year term. Representatives from different education partner groups such as ELAC, AASAI, PTA, and SBDM also gave input to the school site council over the course of the year.

Resource Inequities

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

One inequity that exists at East Avenue is related to the geographical location of the school. A large portion of our student body requires transportation by bus or car to school. Very few students can get to school on a daily basis by walking. Currently, there is a waiting list for students to get school bus transportation. Reliable transportation to and from school is a challenge for many of our families. Transportation not only impacts daily attendance, but it also limits the number of students that can remain at school for after school for activities.

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%			0
African American	15.8%	15.07%	15.49%	81	66	66
Asian	7.4%	7.76%	7.75%	38	34	33
Filipino	3.7%	4.11%	5.4%	19	18	23
Hispanic/Latino	49.9%	51.37%	48.83%	256	225	208
Pacific Islander	5.3%	4.79%	3.76%	27	21	16
White	10.1%	9.82%	10.8%	52	43	46
Multiple/No Response	7.6%	7.08%	7.51%	39	31	32
	Total Enrollment			513	438	426

Conclusions based on this data:

Our enrollment has decreased by 17% since the 2021-22 school year. Our entire district as a whole is experiencing declining enrollment due to the high cost of living in the Bay Area.

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	97	83	80	18.90%	18.9%	18.8%
Fluent English Proficient (FEP)	55	47	49	10.70%	10.7%	11.5%
Reclassified Fluent English Proficient (RFEP)	1			1.0%		

Conclusions based on this data:

The percentage of FEPs has increased slightly over the past 3 years.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	76	63		0	60		0	59		0.0	95.2	
Grade 4	67	59		0	55		0	55		0.0	93.2	
Grade 5	84	62		0	57		0	57		0.0	91.9	
Grade 6	70	80		0	78		0	78		0.0	97.5	
All Grades	297	264		0	250		0	249		0.0	94.7	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2391.			11.86			28.81			20.34			38.98	
Grade 4		2464.			27.27			16.36			32.73			23.64	
Grade 5		2483.			8.77			40.35			21.05			29.82	
Grade 6		2499.			12.82			19.23			29.49			38.46	
All Grades	N/A	N/A	N/A		14.86			25.70			26.10			33.33	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		13.56			62.71			23.73	
Grade 4		16.36			61.82			21.82	
Grade 5		14.04			68.42			17.54	
Grade 6		12.82			52.56			34.62	
All Grades		14.06			60.64			25.30	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		3.39			57.63			38.98	
Grade 4		20.00			52.73			27.27	
Grade 5		12.28			61.40			26.32	
Grade 6		8.97			55.13			35.90	
All Grades		10.84			56.63			32.53	

Listening									
Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.08			77.97			16.95	
Grade 4		7.27			72.73			20.00	
Grade 5		8.77			71.93			19.30	
Grade 6		10.26			75.64			14.10	
All Grades		8.03			74.70			17.27	

Research/Inquiry									
Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.17			62.71			27.12	
Grade 4		14.55			76.36			9.09	
Grade 5		10.53			63.16			26.32	
Grade 6		10.26			71.79			17.95	
All Grades		11.24			68.67			20.08	

Conclusions based on this data:

The percentage of students meeting and exceeding standard in English Language Arts is 41% in 2021-22. This is a 2% decrease from the pre-pandemic 43% of students meeting or exceeding standard when the CAASPP was administered in 2018-19.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	76	63		0	60		0	57		0.0	95.2	
Grade 4	67	59		0	55		0	55		0.0	93.2	
Grade 5	84	62		0	56		0	56		0.0	90.3	
Grade 6	70	80		0	78		0	78		0.0	97.5	
All Grades	297	264		0	249		0	246		0.0	94.3	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2399.			12.28			19.30			24.56			43.86	
Grade 4		2436.			5.45			23.64			32.73			38.18	
Grade 5		2480.			19.64			10.71			25.00			44.64	
Grade 6		2470.			6.41			14.10			26.92			52.56	
All Grades	N/A	N/A	N/A		10.57			16.67			27.24			45.53	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		14.04			43.86			42.11	
Grade 4		14.55			34.55			50.91	
Grade 5		10.71			41.07			48.21	
Grade 6		6.41			44.87			48.72	
All Grades		10.98			41.46			47.56	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.54			42.11			40.35	
Grade 4		9.09			58.18			32.73	
Grade 5		19.64			51.79			28.57	
Grade 6		10.26			38.46			51.28	
All Grades		13.82			46.75			39.43	

Communicating Reasoning									
Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.53			61.40			28.07	
Grade 4		10.91			54.55			34.55	
Grade 5		12.50			64.29			23.21	
Grade 6		8.97			56.41			34.62	
All Grades		10.57			58.94			30.49	

Conclusions based on this data:

The percentage of students meeting and exceeding standard in Mathematics is 27% in 2021-22. This is a 2% decrease from the pre-pandemic 29% of students meeting or exceeding standard when the CAASPP was administered in 2018-19.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
438	51.6	18.9	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in East Avenue Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	83	18.9
Foster Youth		
Homeless	4	0.9
Socioeconomically Disadvantaged	226	51.6
Students with Disabilities	57	13.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	66	15.1
American Indian		
Asian	34	7.8
Filipino	18	4.1
Hispanic	225	51.4
Two or More Races	31	7.1
Pacific Islander	21	4.8
White	43	9.8

Conclusions based on this data:

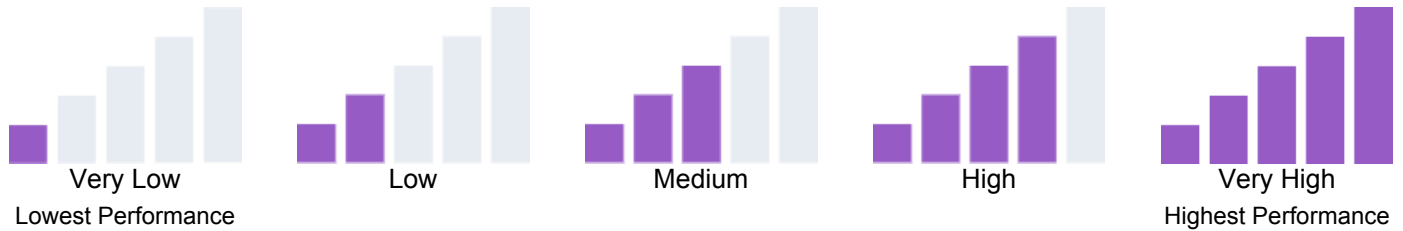
East Avenue's student population has continued to evolve in recent years. The recent decline in enrollment has also led to a decrease in the percentage of English Language Learners enrolled at East Avenue.

School and Student Performance Data

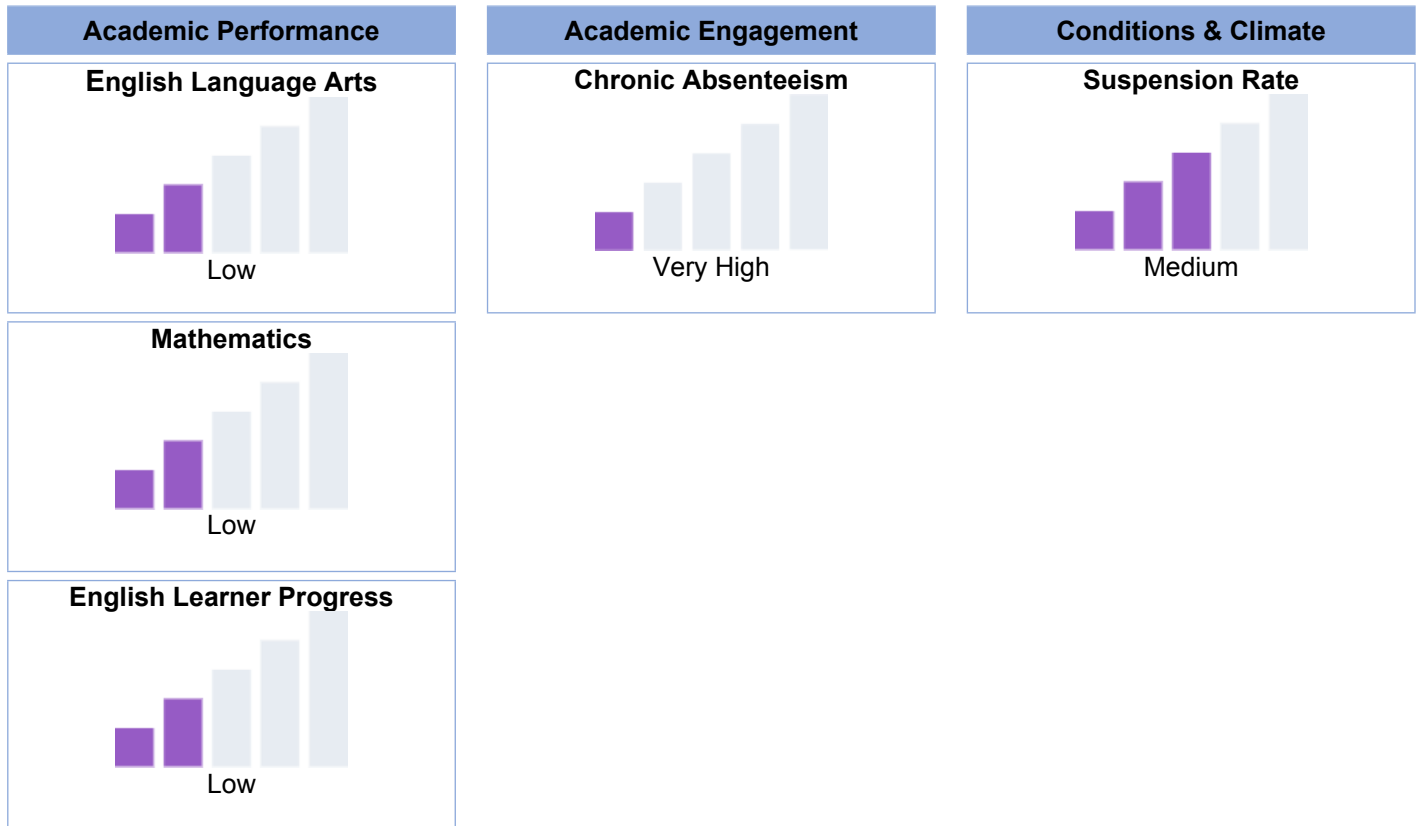
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

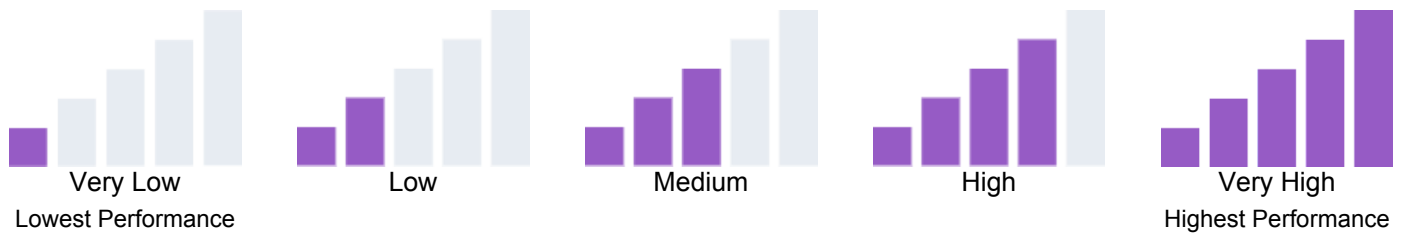
The chronic absenteeism rate needs significant attention.

School and Student Performance Data

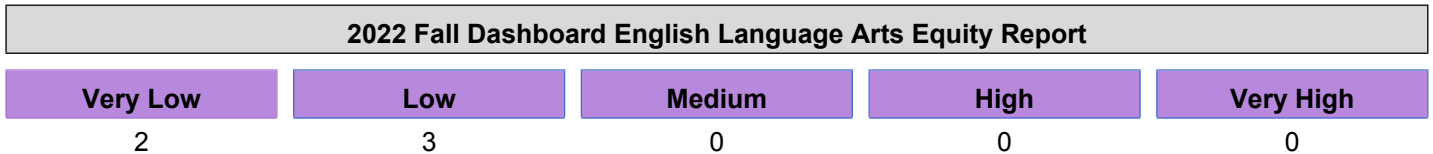
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

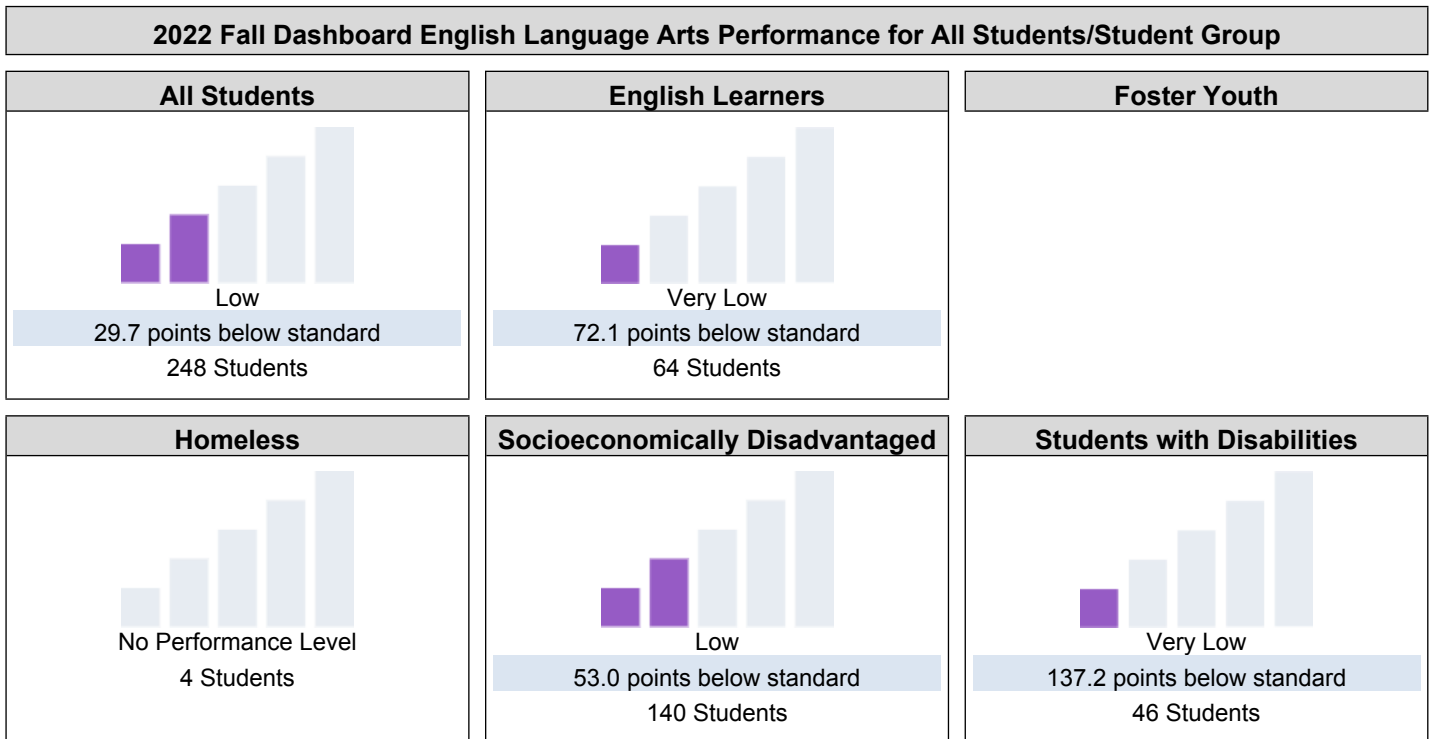
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



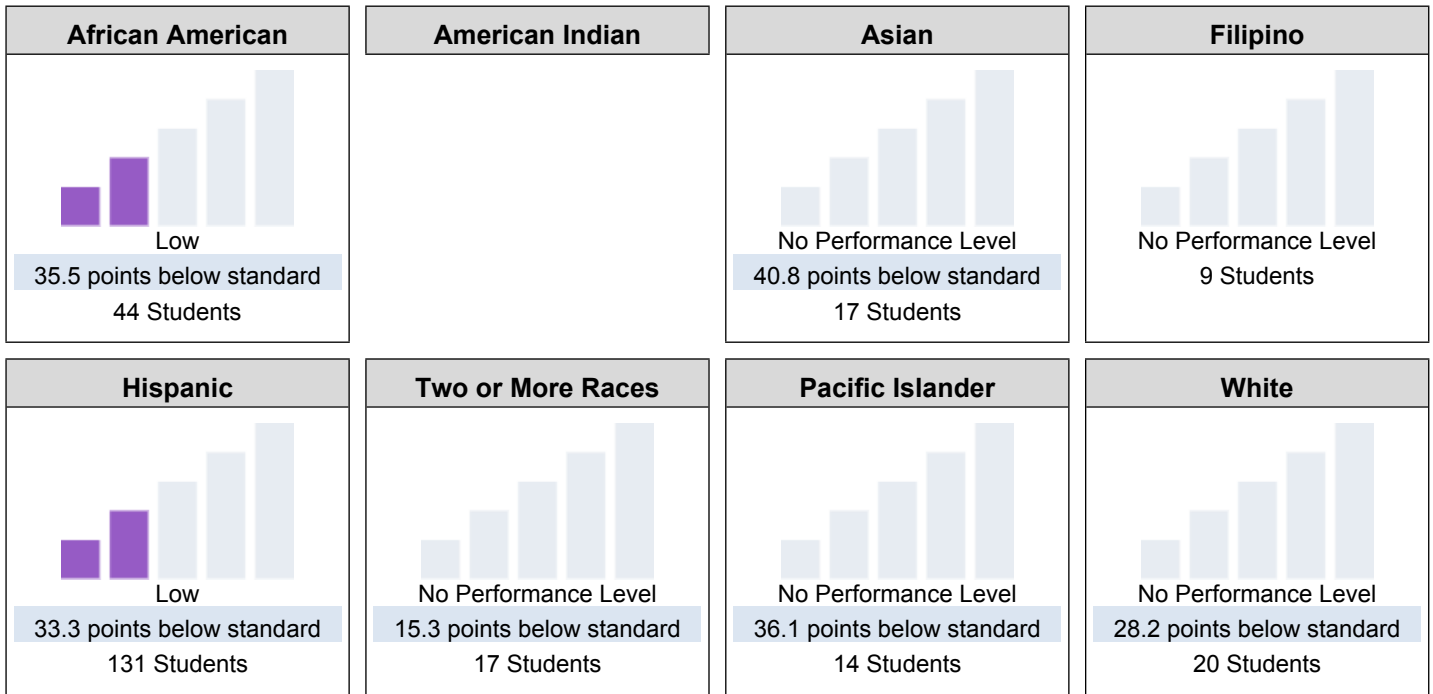
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>104.7 points below standard</p> <p>44 Students</p>	<p>0.5 points below standard</p> <p>20 Students</p>	<p>20.0 points below standard</p> <p>172 Students</p>

Conclusions based on this data:

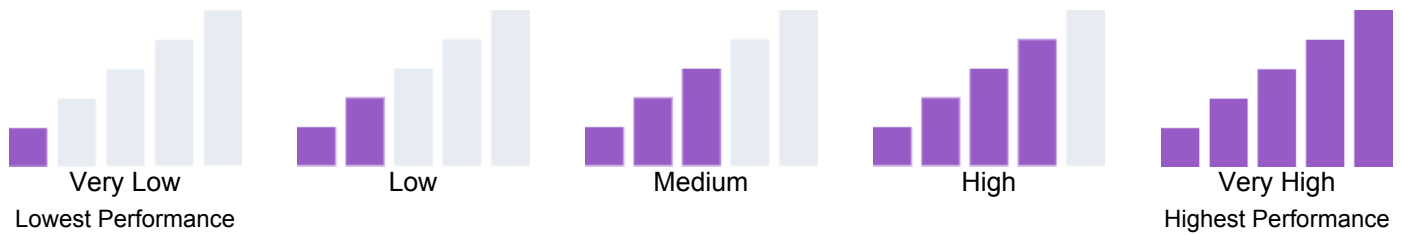
As a group, students with disabilities were the furthest from reaching standard in English Language Arts.

School and Student Performance Data

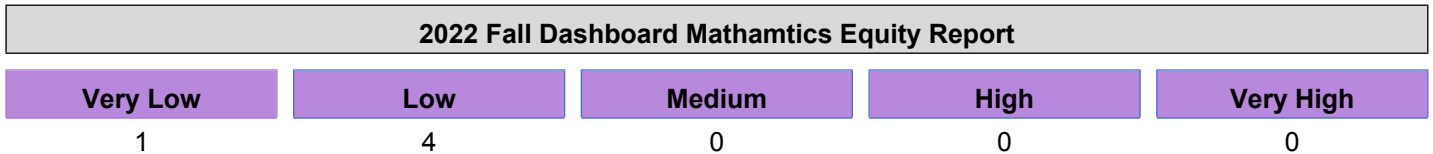
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

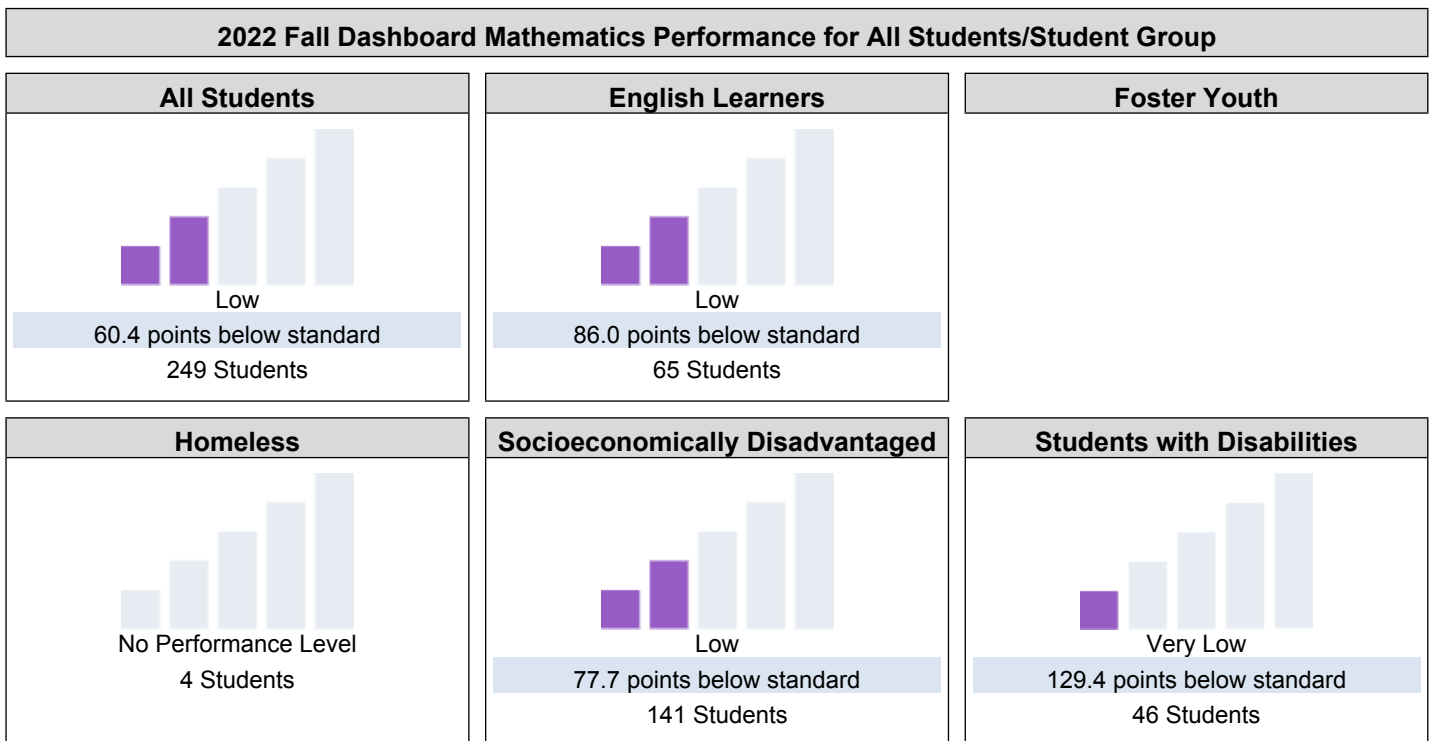
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



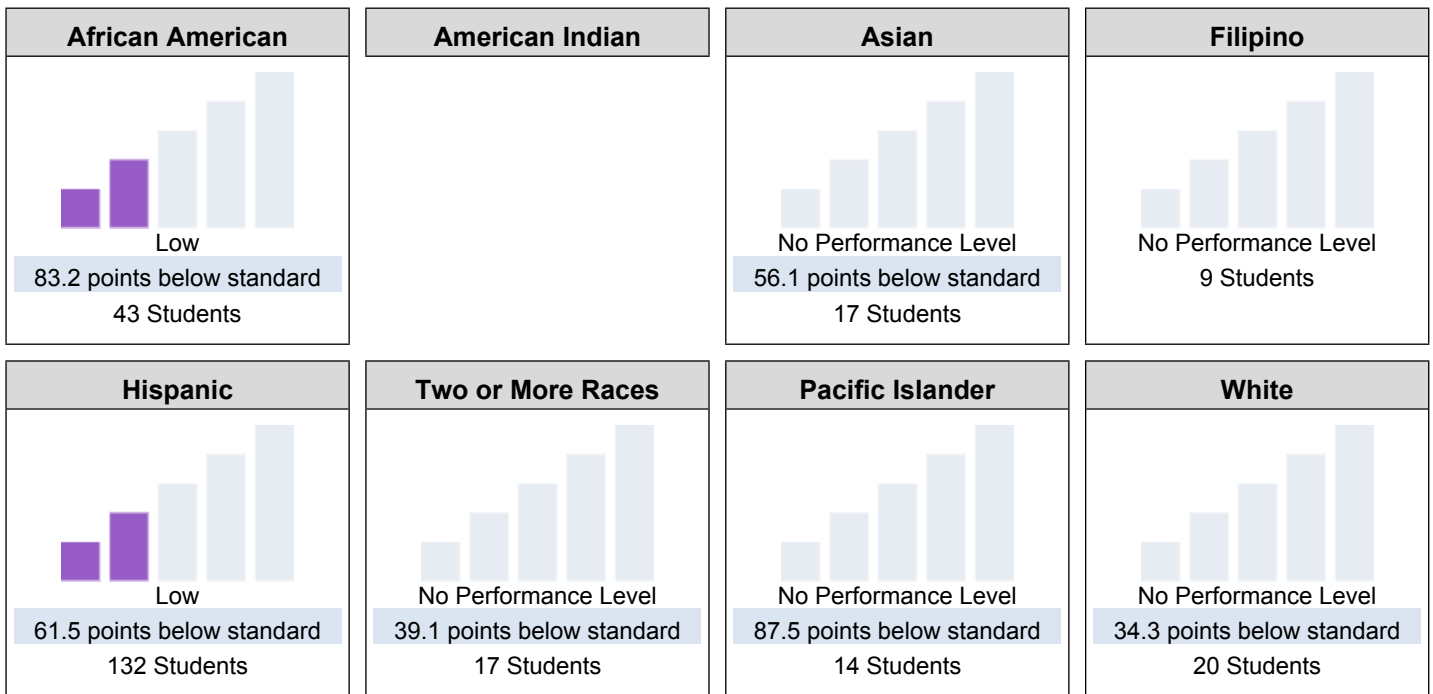
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
104.6 points below standard 45 Students	44.1 points below standard 20 Students	54.7 points below standard 172 Students

Conclusions based on this data:

As a group, students with disabilities were the furthest from reaching standard in Mathematics.

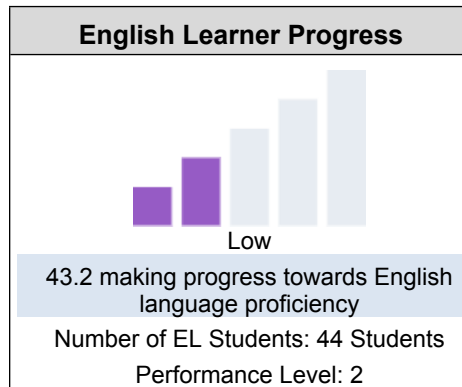
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

2022 Fall Dashboard English Learner Progress Indicator



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

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
27.3%	29.5%	0.0%	43.2%

Conclusions based on this data:

When looking at our English Learners, 43% improved one ELPI level and 27% percent of English Learners decreased one ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

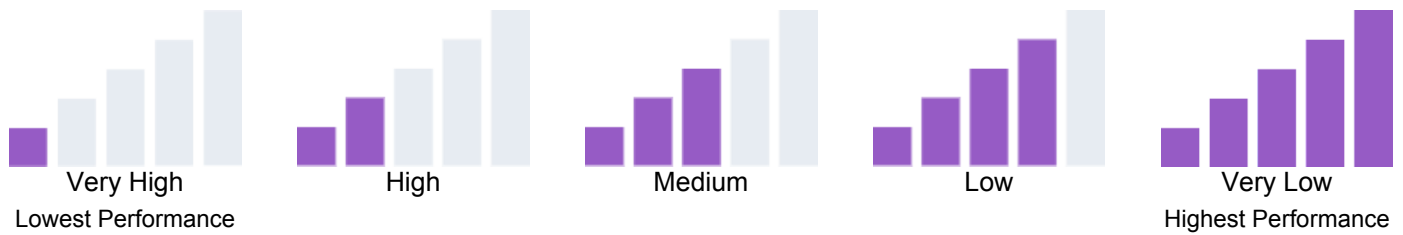
N/A

School and Student Performance Data

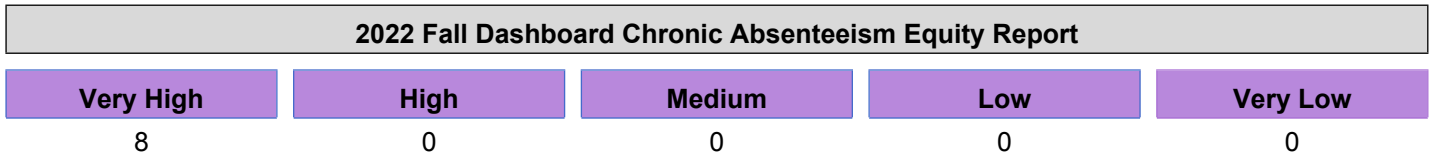
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

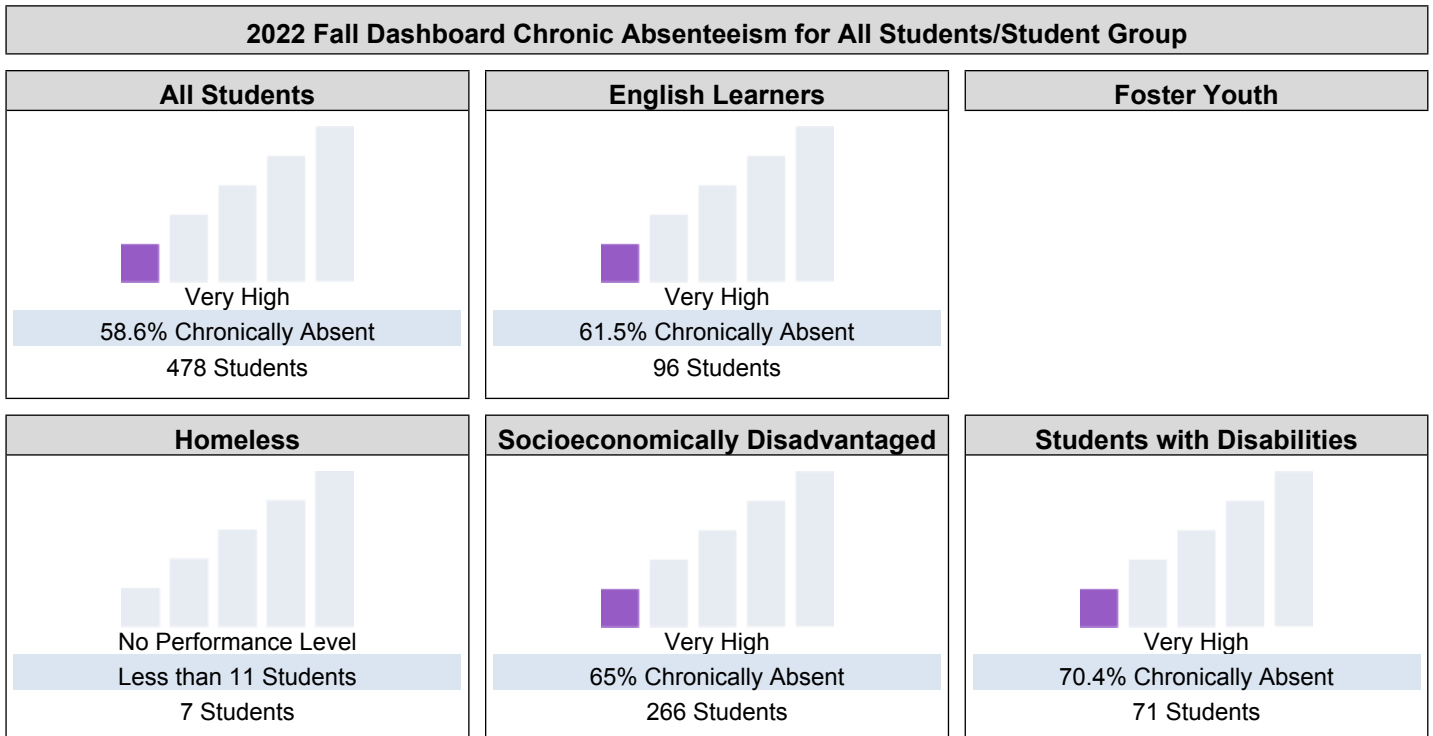
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



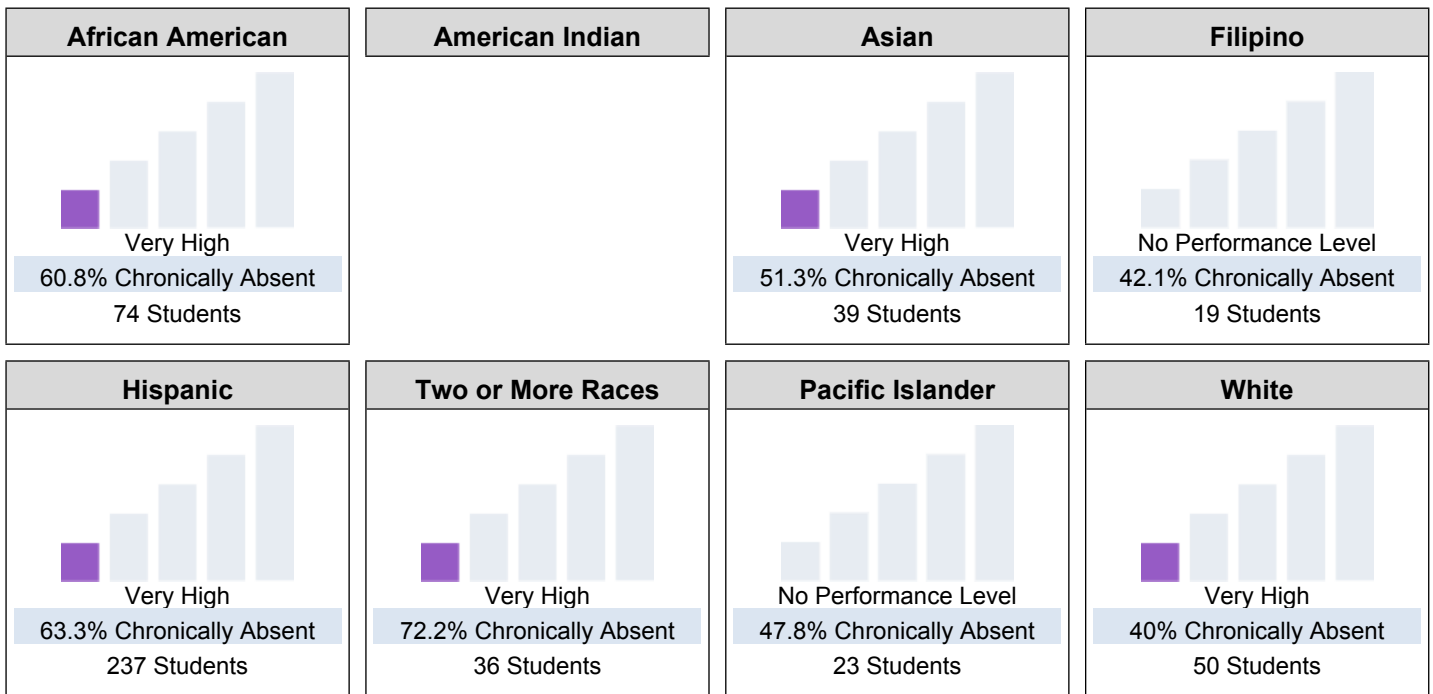
This section provides number of student groups in each level.



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



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

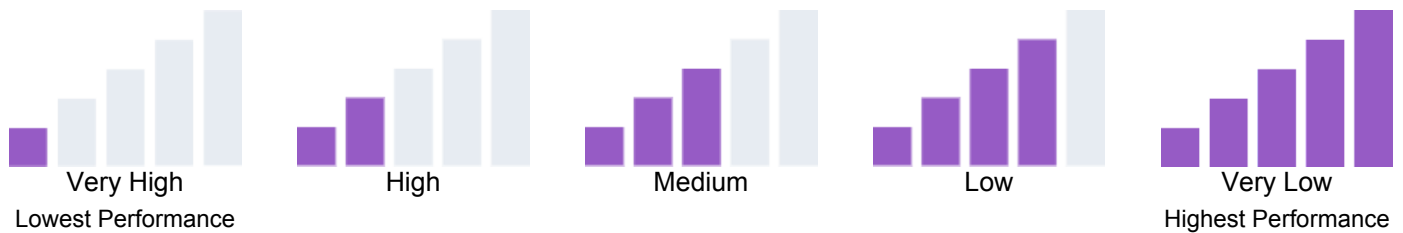
All groups had a very high level of chronically absent students.

School and Student Performance Data

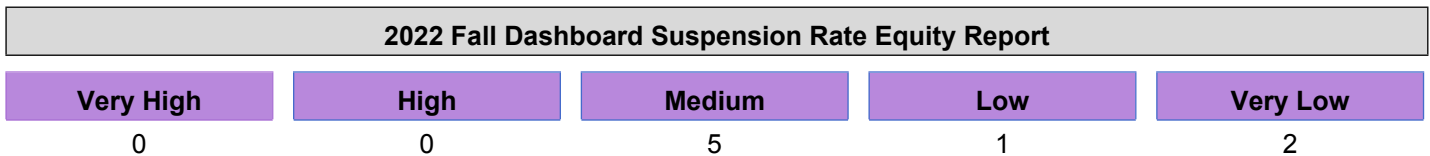
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

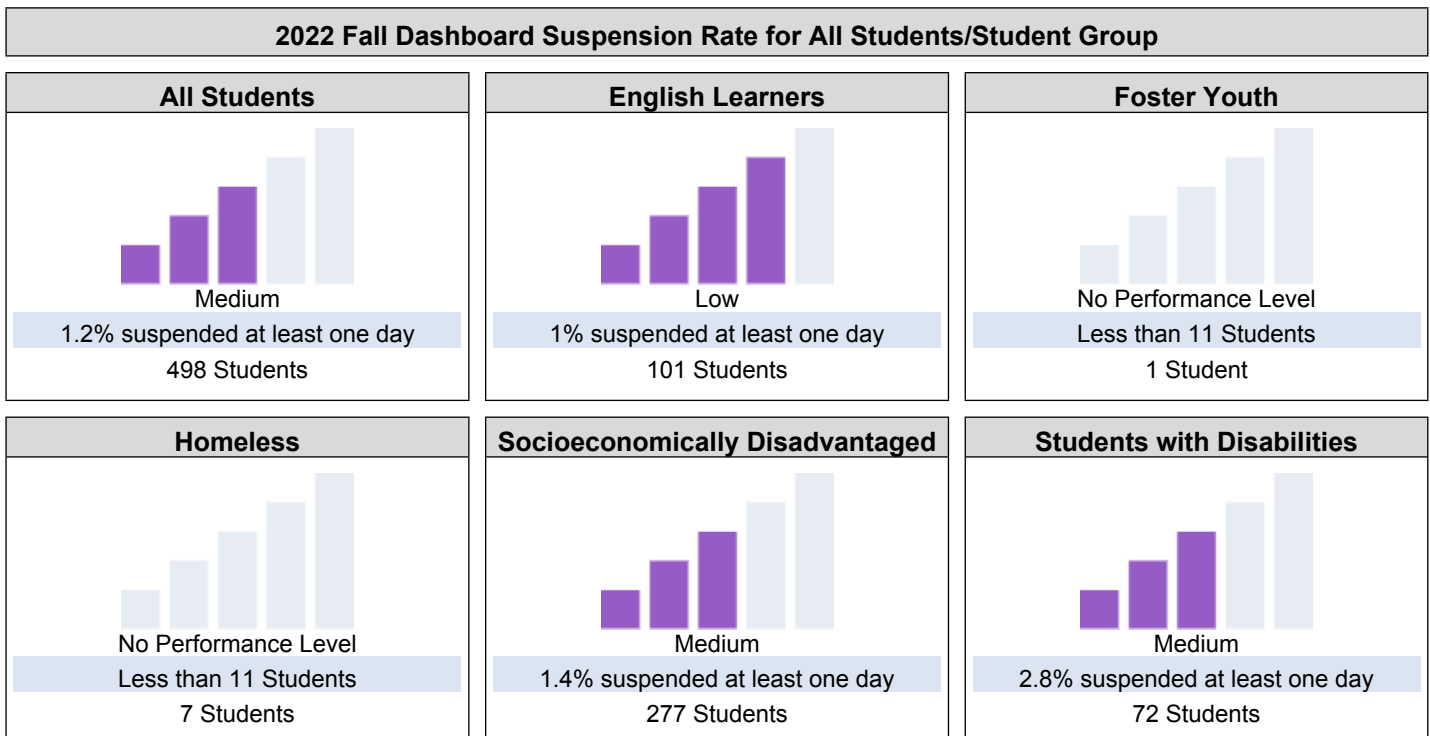
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



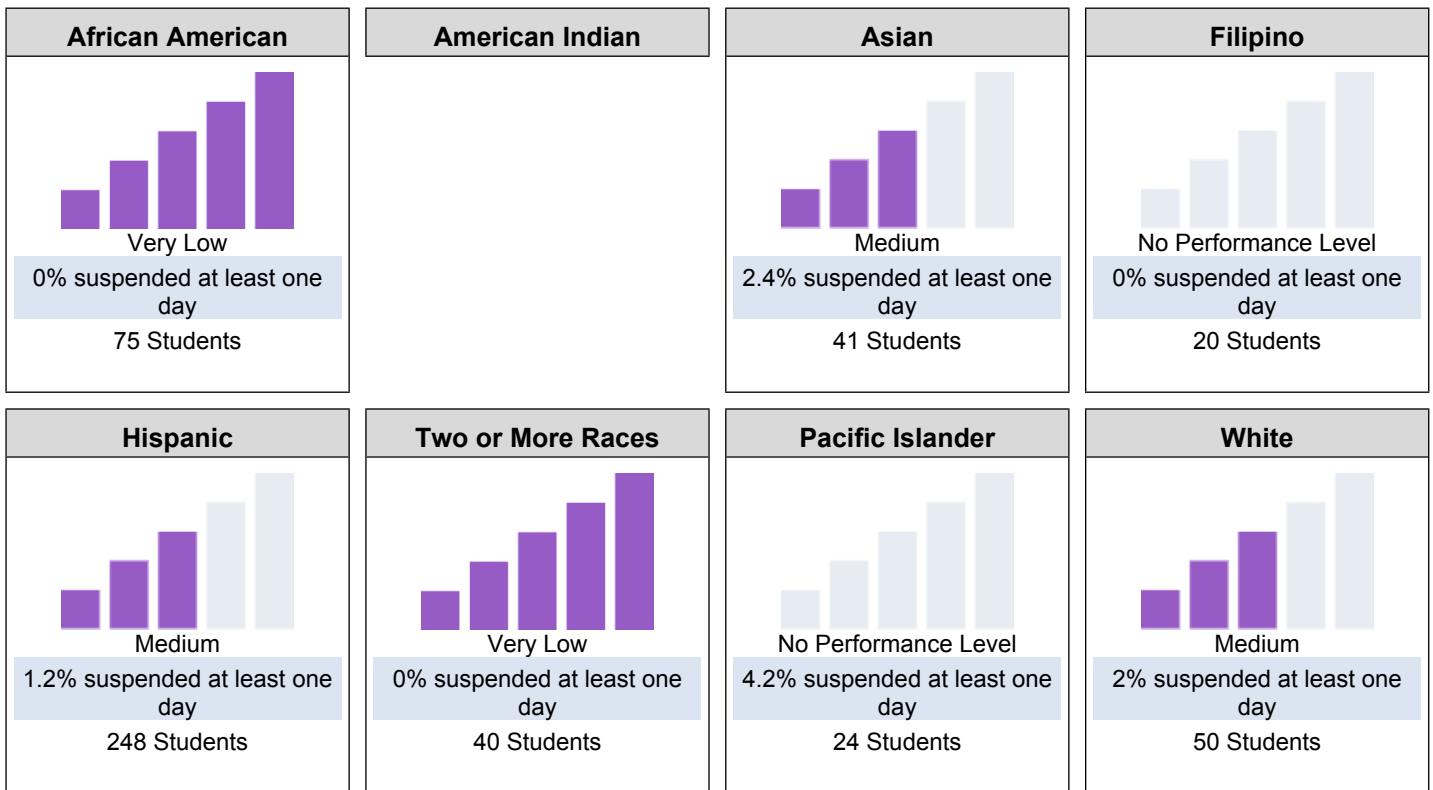
This section provides number of student groups in each level.



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



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

African American students and students of Two or More Races were suspended less than other groups at East Avenue.

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

Deeper Learning -- Language and Literacy

LEA/LCAP Goal

Hayward Unified School District believes that literacy is a civil right, and that literacy instruction takes place across all grade levels. Literacy and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient readers and writers. To this end, the district is emphasizing the importance of early literacy, promoting multilingualism through its dual language programs, and providing professional development for teachers supporting students in secondary grades.

Goal 1

Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. East Avenue Students will increase performance on CAASPP ELA by 6 percentage points to an overall score of 47% meeting and exceeding standard.

Identified Need

Results from the most recent CAASPP test were used to form this goal. School-wide 41 percent of 3rd through 6th graders met or exceeded the standard in Language Arts. With respect to subgroups, English Language Learners are 72 points away from standard, socioeconomically disadvantaged students are 53 points from standard, and students with disabilities are 137 points away from meeting standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA	41% Met or Exceeded	47% Met or Exceeded

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students Needing Reading Support

Strategy/Activity

Early Literacy Reading Intervention

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

Measures: Students will be identified using the Early Literacy Screener and BPST. Staff teaching intervention will be using curriculum proven to be effective for below grade level primary readers.

Staff Assigned: Reading Intervention Staff, Administration, English Learner Specialist, Classroom Teachers, and members of the COST Team.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

33,673

Source(s)

Title I: Schoolwide Program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Students Needing Reading Support

Strategy/Activity

Intermediate Reading Intervention

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

Measures: Students will be identified using the Early Literacy Screener. Staff teaching intervention will be using curriculum proven to be effective for below grade level primary readers.

Staff Assigned: Reading Intervention Staff, Administration, English Learner Specialist, Classroom Teachers, and members of the COST Team.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Leadership Team and Grade Level Collaboration

Task: East Avenue's Instructional Leadership Team (ILT) will work collaboratively to maximize the impact of grade level team meetings. Teachers will work collaboratively to develop curriculum and assessments in English Language Arts based on the Common Core State Standards. Teams will analyze student data, plan rigorous lessons, teach, and assess students.

Measures: Student performance data in addition to agendas minutes and plans from grade level team meetings will serve as evidence of this strategy.

Staff Assigned: Teachers and administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

District Funded

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Library Media Technician

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

Measures: Access to the library will be measured using the library schedule and Accelerated Reader participation.

Staff Assigned: Library Media Technician

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

24,014

Source(s)

Title I: Schoolwide Program

9,657

LCFF

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Any Students needing Tier II Supplemental Supports in Literacy

Strategy/Activity

Tier II Supplemental Support in Literacy

Task: East Avenue will be using SIPPS and Sown to Grow to develop comprehensive continuum of support aligned with CA MTSS framework

Measures: Literacy screener will be used to collect data to prioritize students

Staff Assigned: Afterschool staff which includes, administration, classroom teachers and classified staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

District Funded

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

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

In looking back at the 2022-23 school year there have been several successes. The combination of district and site funds for reading intervention have allowed us to serve more students than in past

years. In addition, the focus on early literacy and the early literacy screener has allowed us to better prioritize students for services.

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

A challenge in implementing our plan is finding staff that are willing to work extra hours for intervention.

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

Next year we are looking to partner with the Student and Family Services Department to be able to offer more programming to our students after school.

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

Deeper Learning -- Mathematics

LEA/LCAP Goal

Hayward Unified School District emphasizes the importance of comprehensible mathematics instruction across all grade levels. Mathematics and Anti-Bias/Anti-Racism are tightly interwoven, as students must feel safe and valued in order to learn and become proficient in numeracy, algebraic concepts and thinking, and higher level math including trigonometry and calculus.

Goal 2

Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. East Avenue students will increase performance on CAASPP Math by 7 percentage points to 34% of students meeting and exceeding standard.

Identified Need

Results from the most recent CAASPP test were used to form this goal. School-wide 27 percent of 3rd-6th graders met or exceeded standards in Mathematics. With respect to subgroups, English Language Learners are 86 points away from standard, socioeconomically disadvantaged students are 78 points from standard, and students with disabilities are 129 points away from meeting standard.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	27% Met or Exceeded	34% Met or exceeded

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students needing support in Mathematics

Strategy/Activity

Math Intervention

Task: Based on assessment data, students will be identified and given Tier II Math intervention.

Measures: Staff teaching intervention will be using a curriculum based on Common Core State Standards.

Staff Assigned: Administration, English Learner Specialist, Classroom Teachers, and members of the COST Team.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Instructional Leadership Team and Grade Level Collaboration

Task: East Avenue's Instructional Leadership Team (ILT) will work collaboratively to maximize the impact of grade level team meetings. Teachers will work collaboratively to develop curriculum and assessments in Mathematics based on the Common Core State Standards. Teams will analyze student data, plan rigorous lessons, teach, and assess students.

Measures: Student performance data in addition to agendas minutes and plans from grade level team meetings will serve as evidence of this strategy.

Staff Assigned: Teachers and administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

District Funded

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

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

In looking back at the 2022-23 school year, one success was that student performance in math remained relatively stable and did not decrease as much as the district average.

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

Staffing challenges continue to make it difficult for teachers to be released from class for data analysis and planning time.

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

Next year we are looking to partner with the Student and Family Services Department to be able to offer more programming to our students after school.

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

Deeper Learning -- English Language Development

LEA/LCAP Goal

The Hayward Unified School District has provided all comprehensive school sites with an allocation for a credentialed site English Learner Specialist, along with two recently adopted core English Language Arts curricula, both of which have built-in support for English Learners. The district offered professional development to all ELA teachers as part of its rollout of these adoptions, and continues to offer follow-up support, including Constructing Meaning training for secondary teachers of ELs, and BE GLAD training for elementary teachers of ELs. Alongside these adoptions and professional development, the district is revising its EL Master Plan to more accurately reflect the needs of our EL students and community.

Goal 3

Deeper Learning -- English Language Development: English Learners will receive instruction, through an equity lens, that will increase their performance on the English Language Proficiency Assessment for California (ELPAC), as measured by the English Learner Progress Indicator (ELPI) on the California School Dashboard, by one proficiency level.

Identified Need

The data indicates that East Avenue is slightly below the district average in English learners reaching Performance Level 4 on the Summative ELPAC. East Avenue had 9.4% of students reaching Level 4 and the district average is 12.6%. Furthermore, East Avenue has 23.5% of English Learners at Level 1, whereas the district average is 26.5%. Moving forward, we would like to see the percentage of English Learners at level one continue to decrease while our percentage of Level 4 English Learners increases to above the district average.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC and ELPI Levels	43% improved one ELPI level	48% of English Learners will improve one ELPI level

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

ELL Specialist

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

Measures: Language development student rosters and student performance data

Staff Assigned: ELL Specialist, teachers, and administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Instructional Leadership Team and Grade Level Collaboration

Task: East Avenue's Instructional Leadership Team (ILT) will work collaboratively to maximize the impact of grade level team meetings. Teachers will work collaboratively to develop curriculum and assessments based on the Common Core State Standards. Teams will analyze student data, plan rigorous lessons, teach, and assess students.

Measures: Student performance data in addition to agendas minutes and plans from grade level team meetings will serve as evidence of this strategy.

Staff Assigned: Teachers and administration

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

District Funded

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

English Language Learners

Strategy/Activity

Release Time for Teachers

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

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

Staff Assigned: ELL Specialist, classroom teachers and administrator

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2,048

Source(s)

LCFF

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

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

At East Avenue, we would obviously like to see more of our English Learners meeting or exceeding standard in English Language Arts. Currently, only 9% of our English Learners are meeting or exceeding standard in grades 3-6. To keep moving forward, we need to ensure that students are progressing at least one ELPI level each year.

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

It is an ongoing challenge to get optimal groupings for Designated ELD with our staffing ratios.

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

We continue to allocate funds for teacher release time focused on our EL Students in 2023-24. Teachers will work in collaboration with out EL Specialist to monitor progress for our EL students.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Deeper Learning -- Visual and Performing Arts

LEA/LCAP Goal

The Hayward Unified School District continues to implement its Visual and Performing Arts (VAPA) Master Plan, which focuses on providing all students with equitable access to VAPA programming at all school sites. The district has placed particular emphasis on expanding its instrumental and music programs for students.

Goal 4

Deeper Learning -- Visual and Performing Arts: Elementary teachers will implement VAPA activities (integrated or stand alone) on a regular basis using a variety of discourse techniques.

Identified Need

Student participation in Visual and Performing Arts

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Arts integration in content areas	Inconsistent implementation of arts integration among teachers at the site.	Weekly arts integration activities implemented consistently in all classrooms.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

VAPA Participation

Task: East Avenue will promote arts integration by hosting performances, showcasing student work, providing teachers with arts integration professional development, offering after school enrichment.

Measures: Participation will be measured by the number of performances and events held. Student work will also be an indicator of participation.

Staff Assigned: Administration, Art/Literacy Teacher, and classroom teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

District Funded

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

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

The 2023-24 school year will be the first year implementing this goal.

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

The 2023-24 school year will be the first year implementing this goal.

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

The 2023-24 school year will be the first year implementing this goal.

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

Relationship-Centered Schools -- School Climate and Social Emotional Learning

LEA/LCAP Goal

RCS: The Hayward Unified School District provides district-level support for Social Emotional Learning, including professional development, communication, and staffing. In addition, it is in the process of creating a Strategic Plan for Social-Emotional Learning, which will include curriculum and capacity building for school staff.

Goal 5

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL): All students will have access to a safe and welcoming school environment. The school will promote a focus on the whole child by ensuring that all students have access to SEL-related strategies on a regular basis, either through standalone SEL curriculum or culture/climate initiatives. All students will report an increase in feelings of school connectedness on the California Healthy Kids Survey (CHKS). The school will determine how to measure student growth in SEL based on the SEL-related strategies the site implements.

Identified Need

In 2021-22, 1.2 percent of students (6 students) were suspended at least once.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
The California Healthy Kids Survey	The percent of kids feeling safe at school.	An increase in students feeling safe and connected to at least one adult at school.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

SEL Professional Development and Resources

Task: East Avenue will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices.

Measures: Participation will be measured by training agendas and notes.

Staff Assigned: Administration and classroom teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

District Funded

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Any Students needing Tier II Supplemental Supports in Literacy

Strategy/Activity

Tier II Supplemental Support in Literacy

Task: East Avenue will be using SIPPS and Sown to Grow to develop comprehensive continuum of support aligned with CA MTSS framework

Measures: Literacy screener will be used to collect data to prioritize students

Staff Assigned: Afterschool staff which includes, administration, classroom teachers and classified staff.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

0.00

District Funded

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

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

The most recent suspension data we have is for 2021-22 school year, when 1.2% of East Avenue students have been suspended.

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

Staff have continued to implement community circles and out suspension rates have improved.

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

No changes were made to this goal.

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

Relationship-Centered Schools -- Parent Engagement

LEA/LCAP Goal

The Hayward Unified School District provides district-level support for parent engagement at the school site level. This includes providing centralized funding for Family Engagement Outreach and Equity Specialists, who work directly with parents to facilitate the connection and communication between families and school.

Goal 6

Relationship-Centered Schools -- Parent Engagement: East Avenue will increase the number of parents participating in school activities, including parent advocacy groups and Coffee with the Principal, by 10%.

Identified Need

Home School Connection

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Attendance at parent meetings and workshops	Attendance at 2022-23 parent meetings and events	Increased attendance at parent workshops and events in 2023-24

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Parent Participation

Task: East Avenue will provide additional options and opportunities for parents to participate in school activities by offering more flexible timing, translation for parents, and more emphasis on parent-requested topics of discussion.

Measures: Parent participation will be measured by the number of engagement opportunities provided and the attendance for the events. Events may include resource fairs, principal coffee, meetings for parent advocacy groups.

Staff Assigned: Administration, Family Engagement Specialist, and classroom teachers.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

583.00

Title 1: Parent Allocation

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

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

Parent participation increase significantly in 2022-23 as we resumed more regular school operations that allowed for parent volunteers and in-person events.

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

There were no major changes in 2022-23.

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

There are no major changes to this goal as a result of the analysis.

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

Relationship-Centered Schools -- Attendance and Chronic Absenteeism

LEA/LCAP Goal

The Hayward Unified School District provides centralized attendance support for school sites through its Child Welfare and Attendance (CWA) department, with a specific focus on students who are chronically absent. This work is done in collaboration with individual school sites in order to increase overall student attendance.

Goal 7

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: East Avenue will decrease chronic absenteeism by 6% in the 23-24 school year.

Identified Need

Too many students are classified as chronically absent

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronically Absent	58.6% of students are chronically absent	52.6% of students will be chronically absent

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Chronically Absent Students

Strategy/Activity

Chronically Absent Students

Task: East Avenue staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including early intervention and COST services.

Measures: Increased daily attendance and a reduced number of students classified as chronically absent will be an indicator of improvement.

Staff Assigned: Administration, Attendance Clerk, CWA Outreach Worker, and COST Coordinator.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

0.00

Source(s)

District Funded

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

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

Attendance has not improved as much as we would have liked in 2022-23.

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

East Avenue has not had a regular attendance clerk since December 2022. The transition of staff in this position has made making progress challenging.

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

Attendance will be a point of emphasis in participation of the Downtown Promise Neighborhood Grant.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$69,975.00

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

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF	\$11,705.00
Title 1: Parent Allocation	\$583.00
Title I: Schoolwide Program	\$57,687.00

Subtotal of state or local funds included for this school: \$69,975.00

Total of federal, state, and/or local funds for this school: \$69,975.00

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	11,705	0.00
Title I	58,270	58,270.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	11,705.00
Title 1: Parent Allocation	583.00
Title I: Schoolwide Program	57,687.00

Expenditures by Budget Reference

Budget Reference	Amount
	59,735.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	District Funded	0.00
	LCFF	9,657.00
	LCFF	2,048.00
	Title 1: Parent Allocation	583.00
	Title I: Schoolwide Program	57,687.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	67,344.00
Goal 2	0.00
Goal 3	2,048.00
Goal 4	0.00
Goal 5	0.00
Goal 6	583.00
Goal 7	0.00

School Site Council Membership

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

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

Name of Members	Role
Kisha Cunningham	Parent or Community Member
Roxana Martinez	Parent or Community Member
Margarita Quezada	Parent or Community Member
Isabel Quintero	Parent or Community Member
Janel Prasad	Parent or Community Member
Danae Griffin	Other School Staff
Crystal Chew	Classroom Teacher
Maria Abad-Matthes	Classroom Teacher
Angela Bates	Classroom Teacher
Peter Wilson	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

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 4/25/2023.

Attested:



Principal, Peter Wilson on 04/25/2023



SSC Chairperson, Crystal Chew on 04/25/2023

Title I School-Level Parent and Family Engagement Policy

East Avenue Elementary School

September 2023

With approval from the local governing board, East Avenue Elementary School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. The school works with the School Site Council (SSC) and other parent committees (e.g. English Learners Advisory Committee) to review and update the policy. The school has distributed the policy to parents and family members of children served under Title I, Part A. The school distributes the policy through its Parent Handbook. *EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Involvement of Parents in the Title I Program

To involve parents and family members in the Title I program at East Avenue Elementary School, the following practices have been established:

- a) Each year, East Avenue presents its Title I status at its annual Back To School Night. The presentation is to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. Parents are informed of these requirements and rights at SSC, ELAC, and at an evening Title I Parent Meeting.
- b) The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. These meetings include, but may not be limited to, Coffee with the Principal, English Learner Advisory Committee (ELACs), School Site Council (SSC), Parent-Teacher Association (PTA), and African American Student Achievement Initiative (AASAI). Parents are informed of these meetings in our monthly school newsletter, flyers that are sent home, and through phone messages.
- c) East Avenue has developed a written Title I parental involvement policy with input from Title I parents. Input is taken at SSC (School Site Council) and at ELAC (English Language Advisory Committee) meetings. In addition, there is an ELAC representative on the SSC. The school sends the policy home with students and is also included in the East Avenue Student Handbook.
- d) The school provides parents of participating children with the following:
 1. The school provides parents of Title I students with timely information about Title I programs. Parents are informed of these programs in our monthly school newsletter, flyers that are sent home, and through phone messages.

2. The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. Parents are informed at Back to School Night, brochures, and at teacher-parent conferences of curriculum, assessment, and proficiency requirements. This information also includes English Language Proficiency Assessments for California (ELPAC) performance data, and benchmark English Language Arts and Mathematics. This information is also included in the Student Handbook, which is available on the website.
 3. If requested by parents of Title I students, the school provides opportunities for regular meetings that allow parents to participate in decisions relating to the education of their children. Parents can meet with school personnel at teacher-parent-conference, SSC and ELAC meetings, or at any given time when parents wish to meet to discuss their student's progress.
- e) The School Site Council (SSC) and an English Learner Advisory Committee (ELAC) Representative work together to conduct an Annual Review of the SPSA. Their comments are published in the SPSA under each section's Annual Review, and are made available to the Governing Board. In addition, the SSC and the ELAC representative collaborate to update the SPSA each year.

Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishing the practices listed below. (20 U.S.C. § 6318[e])

- a) Our school provides families with the opportunity to learn about the standards, assessments, Title I, and how best to monitor and support their children through the annual Back to School Night event, monthly Coffee with the Principal meetings, and regular English Learner Advisory Committee (ELAC) meetings, African American Student Achievement Initiative (AASAI) meetings, Parent-Teacher Association (PTA) meetings, and School Site Council (SSC) meetings.
- b) Family Engagement Specialists provide support and meetings for parents around advocacy and academic standards to best support their students at home. Materials are also provided through Coffee with the Principal, ELACs, AASAI, PTA, and SSC meetings.
- c) Professional Development for staff occurs regularly through monthly staff meetings, site-level PD offered annually, and SSC training. In addition, ELAC provides information for teachers and the school for how to support their English Learner children.

- d) We have a Family Engagement Specialist, and whenever possible they are housed at the Parent Center, on site. The FES focuses on academics, advocacy, and social-emotional support and information. For English Learner parents, we provide information on the regulations to support English Learners, the implementation of programs at the district level through our DELAC, and we also offer district-wide Town Hall meetings for Special Education parents, and for all parents, around the needs of their students. Town Halls are always provided in both English and Spanish.
- e) Overall 15%+ of our population is Spanish speaking, and all information is sent home in both English and Spanish.
- f) The school will provide additional support as requested by parents.

Accessibility

East Avenue Elementary School, to the extent practicable, provides opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children) including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Communication with all groups goes through Coffee with the Principal, and all materials are shared in both English and Spanish. Our Family Engagement Specialist is on site and work directly with parents, typically the Parent Center. Webpage for the school site provides comprehensive information, in English and in Spanish, in its Student Handbook. EL Specialists and Principals have meetings with parents of ELs through ELACs. Principals convene with School Site Councils. Principals also attend AASAI meetings.

School-Parent Compact

**East Avenue School
Student/Parent/Family/Teacher
School Compact**

Name _____ **Room #** _____

Student Pledge:

I realize that my education is important to me. It helps me develop tools I need to become a happy and productive person. I also understand my parents and teachers want to help me do my very best in school. I know I am the one responsible for my success, and that I must work hard to achieve it. Therefore, I agree to carry out the following responsibilities to the best of my ability.

- Return completed homework on time
- Return corrected work to my parents
- Be responsible for my own behavior
- Come to school on time ready to learn and work hard
- Bring necessary materials, and completed assignments on time
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my time on devices use my time to study or read every day after school
- Respect the school, classmates, staff and families
- Incorporate physical activity into my daily activities

Student's Signature

Date

Parent/ Family/Pledge:

I realize that my child's years are very important, and I understand that my participation in my child's education will help his or her achievement and attitude. Therefore, to help my child meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Require that my child completes his/her homework
- Attend Back to School Night, Parent Conferences, and Open House, Coffee with the Principal, School Site Council, and ELAC
- Read and agree to the East Avenue Code of Conduct
- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor and limit my child's TV viewing and video use
- Read to my child and encourage my child to read every day (20 minutes for grades TK -3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a question, comment or concern
- Ensure that my child arrives on time and attends school every day, gets adequate sleep, and regular medical attention and proper nutrition
- Consistently monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences, Back to School Night, Open House, Coffee with the Principal, School Site Council, and ELAC
- Communicate the importance of education and learning to my child

- Respect the school, staff, students, and families (no bullying)

Parent's Signature

_____ Date _____

Staff Pledge:

I understand the importance of the school experience to every student and my role as a teacher and model. Therefore, I agree to carry out the following responsibilities to the best of my ability:

- Provide high-quality curriculum and instruction including HUSD's 3 R's i.e. rigor, responsibility, results for 21st century success
- Communicate regularly with families about student progress through conferences, parent-teacher meetings, progress reports, and other available means
- Provide reasonable opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities
- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning and be aware of specific individual needs
- Provide a warm, safe, and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades TK, K-3 and 60 minutes for grades 4-6)
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Teacher's Signature

_____ Date _____