



# School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
East Avenue Elementary School	01611926000921	04/22/2024	5/22/2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by East Avenue Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

- Schoolwide Program
- Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

# Plan Description

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

This plan is being used by East Avenue Elementary School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Schoolwide Program

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 enhance students' depth of learning, with a particular focus on underserved populations, by enhancing staff competencies in culturally responsive teaching and student interaction. By fostering culturally responsive practices, we seek to optimize student engagement and promote inclusive learning environments.
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.

## Educational Partner Involvement

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

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

The East Avenue School Site Council will meet five times over the course of the 2023-24 school year. Council members are serving the Second 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.

This section is required for all schools eligible for ATSI and CSI.

One inequity that continues to exist 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.

## Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

## California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

The California School Dashboard indicates that our school's overall performance in Mathematics and English Language Arts are both in the Orange/Low performance category.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

## Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

# School and Student Performance Data

## Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for East Avenue Elementary School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

### 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
<b>Total Enrollment</b>				513	438	426

### Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	59	42	47
Grade 1	74	57	53
Grade 2	70	59	67
Grade3	80	65	66
Grade 4	70	68	69
Grade 5	86	63	67
Grade 6	74	84	57
<b>Total Enrollment</b>	513	438	426

#### Conclusions based on this data:

1. Our enrollment has decreased by approximately 3% since the 2022-23 school year. Our entire district as a whole is experiencing declining enrollment due to the high cost of living in the Bay Area.
2. The ongoing decline in enrollment at East Avenue reflects broader trends post-pandemic, with families seeking more affordable living options and exploring alternative schooling choices. We currently have 426 students enrolled.

# School and Student Performance Data

## English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

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 (EL)	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:

1. The percentage of FEPs have increased by approximately 1%.
2. The number of English Language Learners has remained relatively steady for the past 3 years.
3. For the past two years, there have been no Reclassified Fluent English Proficient students.

# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	61	0	60	59	0	59	59	0.0	95.2	96.7
Grade 4	67	59	63	0	55	62	0	55	62	0.0	93.2	98.4
Grade 5	84	62	62	0	57	57	0	57	57	0.0	91.9	91.9
Grade 6	70	80	57	0	78	56	0	78	56	0.0	97.5	98.2
All Grades	297	264	243	0	250	234	0	249	234	0.0	94.7	96.3

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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2374.		11.86	8.47		28.81	22.03		20.34	15.25		38.98	54.24
Grade 4		2464.	2432.		27.27	16.13		16.36	17.74		32.73	24.19		23.64	41.94
Grade 5		2483.	2466.		8.77	15.79		40.35	21.05		21.05	12.28		29.82	50.88
Grade 6		2499.	2487.		12.82	12.50		19.23	21.43		29.49	25.00		38.46	41.07
All Grades	N/A	N/A	N/A		14.86	13.25		25.70	20.51		26.10	19.23		33.33	47.01

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

<b>Reading</b>									
<b>Demonstrating understanding of literary and non-fictional texts</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		13.56	5.08		62.71	67.80		23.73	27.12
<b>Grade 4</b>		16.36	11.29		61.82	58.06		21.82	30.65
<b>Grade 5</b>		14.04	10.53		68.42	61.40		17.54	28.07
<b>Grade 6</b>		12.82	8.93		52.56	58.93		34.62	32.14
<b>All Grades</b>		14.06	8.97		60.64	61.54		25.30	29.49

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<b>Writing</b>									
<b>Producing clear and purposeful writing</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		3.39	10.17		57.63	40.68		38.98	49.15
<b>Grade 4</b>		20.00	11.29		52.73	54.84		27.27	33.87
<b>Grade 5</b>		12.28	17.54		61.40	45.61		26.32	36.84
<b>Grade 6</b>		8.97	8.93		55.13	46.43		35.90	44.64
<b>All Grades</b>		10.84	11.97		56.63	47.01		32.53	41.03

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<b>Listening</b>									
<b>Demonstrating effective communication skills</b>									
<b>Grade Level</b>	<b>% Above Standard</b>			<b>% At or Near Standard</b>			<b>% Below Standard</b>		
	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>	<b>20-21</b>	<b>21-22</b>	<b>22-23</b>
<b>Grade 3</b>		5.08	5.08		77.97	69.49		16.95	25.42
<b>Grade 4</b>		7.27	9.68		72.73	58.06		20.00	32.26
<b>Grade 5</b>		8.77	7.02		71.93	66.67		19.30	26.32
<b>Grade 6</b>		10.26	8.93		75.64	80.36		14.10	10.71
<b>All Grades</b>		8.03	7.69		74.70	68.38		17.27	23.93

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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	10.17		62.71	52.54		27.12	37.29
Grade 4		14.55	6.45		76.36	74.19		9.09	19.35
Grade 5		10.53	12.28		63.16	59.65		26.32	28.07
Grade 6		10.26	12.50		71.79	64.29		17.95	23.21
All Grades		11.24	10.26		68.67	62.82		20.08	26.92

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**Conclusions based on this data:**

1. The recent CAASPP Language Arts/Literacy results reveal a concerning 7% decrease in the achievement percentage for all students meeting and exceeding standards in English language arts, dropping from 40.56% in 2021–2022 to 33.76%. This underscores the importance of targeted interventions and instructional adjustments to address learning gaps and improve student outcomes in language arts/literacy.
2. The notable increase in above-standard results for writing proficiency in third and fifth grade classes reflects a commendable advancement in students' ability to produce clear and purposeful written work.



# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	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	61	0	60	59	0	57	59	0.0	95.2	96.7
Grade 4	67	59	63	0	55	63	0	55	63	0.0	93.2	100.0
Grade 5	84	62	62	0	56	58	0	56	58	0.0	90.3	93.5
Grade 6	70	80	58	0	78	57	0	78	57	0.0	97.5	98.3
All Grades	297	264	244	0	249	237	0	246	237	0.0	94.3	97.1

\* 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 Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	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.	2395.		12.28	8.47		19.30	23.73		24.56	23.73		43.86	44.07
Grade 4		2436.	2430.		5.45	9.52		23.64	17.46		32.73	23.81		38.18	49.21
Grade 5		2480.	2436.		19.64	5.17		10.71	15.52		25.00	20.69		44.64	58.62
Grade 6		2470.	2457.		6.41	1.75		14.10	17.54		26.92	26.32		52.56	54.39
All Grades	N/A	N/A	N/A		10.57	6.33		16.67	18.57		27.24	23.63		45.53	51.48

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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	11.86		43.86	50.85		42.11	37.29
Grade 4		14.55	11.11		34.55	46.03		50.91	42.86
Grade 5		10.71	5.17		41.07	41.38		48.21	53.45
Grade 6		6.41	1.75		44.87	43.86		48.72	54.39
All Grades		10.98	7.59		41.46	45.57		47.56	46.84

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Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		17.54	13.56		42.11	50.85		40.35	35.59
Grade 4		9.09	11.11		58.18	36.51		32.73	52.38
Grade 5		19.64	8.62		51.79	44.83		28.57	46.55
Grade 6		10.26	5.26		38.46	59.65		51.28	35.09
All Grades		13.82	9.70		46.75	47.68		39.43	42.62

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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	8.47		61.40	62.71		28.07	28.81
Grade 4		10.91	15.87		54.55	42.86		34.55	41.27
Grade 5		12.50	5.17		64.29	56.90		23.21	37.93
Grade 6		8.97	5.26		56.41	56.14		34.62	38.60
All Grades		10.57	8.86		58.94	54.43		30.49	36.71

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**Conclusions based on this data:**

1. The percentage of students meeting and exceeding standard in Mathematics is 25% in 2022-23. This is a 2% decrease from the post-pandemic 27% of students meeting or exceeding standard when the CAASPP was administered in 2021-22.
2. It's positive to see an increase in the number of students at or near standard in applying mathematical concepts and procedures across third, fourth, and fifth grades for the 2022-2023 CAASPP testing year.

# School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](http://English Language Proficiency Assessments for California (ELPAC) web page) web page or the [ELPAC.org](http://ELPAC.org) website for more information about the ELPAC.

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	*	1401.8	*	*	1412.4	*	*	1377.2	*	4	14	9
<b>1</b>	1429.9	*	1377.4	1449.4	*	1384.5	1409.8	*	1369.7	16	10	12
<b>2</b>	1449.0	1452.6	1440.7	1448.5	1465.9	1444.9	1449.0	1438.6	1436.1	15	12	15
<b>3</b>	*	1431.8	*	*	1438.9	*	*	1424.3	*	13	16	9
<b>4</b>	*	1501.5	1466.5	*	1502.5	1464.4	*	1500.2	1468.2	9	11	13
<b>5</b>	*	*	*	*	*	*	*	*	*	9	9	9
<b>6</b>	*	1522.8	1508.6	*	1521.3	1498.0	*	1524.1	1518.8	7	13	11
<b>All Grades</b>										73	85	78

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Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	*	14.29	*	*	35.71	*	*	28.57	*	*	21.43	*	*	14	*
<b>1</b>	0.00	*	0.00	18.75	*	0.00	56.25	*	54.55	25.00	*	45.45	16	*	11
<b>2</b>	6.67	8.33	0.00	26.67	16.67	46.67	33.33	66.67	20.00	33.33	8.33	33.33	15	12	15
<b>3</b>	*	0.00	*	*	6.25	*	*	56.25	*	*	37.50	*	*	16	*
<b>4</b>	*	18.18	0.00	*	36.36	46.15	*	27.27	23.08	*	18.18	30.77	*	11	13
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	15.38	18.18	*	53.85	45.45	*	7.69	9.09	*	23.08	27.27	*	13	11
<b>All Grades</b>	4.41	9.41	5.19	35.29	28.24	33.77	38.24	38.82	33.77	22.06	23.53	27.27	68	85	77

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	*	21.43	*	*	35.71	*	*	21.43	*	*	21.43	*	*	14	*
<b>1</b>	6.25	*	0.00	43.75	*	27.27	43.75	*	36.36	6.25	*	36.36	16	*	11
<b>2</b>	6.67	8.33	6.67	40.00	58.33	46.67	26.67	25.00	20.00	26.67	8.33	26.67	15	12	15
<b>3</b>	*	0.00	*	*	37.50	*	*	31.25	*	*	31.25	*	*	16	*
<b>4</b>	*	27.27	23.08	*	45.45	46.15	*	18.18	0.00	*	9.09	30.77	*	11	13
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	38.46	27.27	*	38.46	36.36	*	15.38	18.18	*	7.69	18.18	*	13	11
<b>All Grades</b>	19.12	18.82	12.99	45.59	41.18	40.26	23.53	23.53	23.38	11.76	16.47	23.38	68	85	77

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Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	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
<b>K</b>	*	7.14	*	*	28.57	*	*	35.71	*	*	28.57	*	*	14	*
<b>1</b>	0.00	*	0.00	18.75	*	0.00	31.25	*	18.18	50.00	*	81.82	16	*	11
<b>2</b>	0.00	8.33	0.00	33.33	33.33	33.33	26.67	16.67	26.67	40.00	41.67	40.00	15	12	15
<b>3</b>	*	0.00	*	*	0.00	*	*	62.50	*	*	37.50	*	*	16	*
<b>4</b>	*	9.09	0.00	*	9.09	7.69	*	54.55	46.15	*	27.27	46.15	*	11	13
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	0.00	0.00	*	30.77	27.27	*	46.15	45.45	*	23.08	27.27	*	13	11
<b>All Grades</b>	1.47	3.53	2.60	20.59	20.00	12.99	36.76	40.00	37.66	41.18	36.47	46.75	68	85	77

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Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
<b>K</b>	*	28.57	*	*	57.14	*	*	14.29	*	*	14	*
<b>1</b>	37.50	*	18.18	56.25	*	54.55	6.25	*	27.27	16	*	11
<b>2</b>	20.00	16.67	0.00	66.67	75.00	80.00	13.33	8.33	20.00	15	12	15
<b>3</b>	*	12.50	*	*	50.00	*	*	37.50	*	*	16	*
<b>4</b>	*	63.64	7.69	*	27.27	53.85	*	9.09	38.46	*	11	13
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	23.08	9.09	*	69.23	63.64	*	7.69	27.27	*	13	11
<b>All Grades</b>	27.94	24.71	10.39	60.29	60.00	63.64	11.76	15.29	25.97	68	85	77

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Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
<b>K</b>	*	14.29	*	*	64.29	*	*	21.43	*	*	14	*
<b>1</b>	6.25	*	0.00	81.25	*	54.55	12.50	*	45.45	16	*	11
<b>2</b>	7.14	0.00	20.00	64.29	83.33	53.33	28.57	16.67	26.67	14	12	15
<b>3</b>	*	12.50	*	*	56.25	*	*	31.25	*	*	16	*
<b>4</b>	*	18.18	38.46	*	72.73	30.77	*	9.09	30.77	*	11	13
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	53.85	63.64	*	38.46	18.18	*	7.69	18.18	*	13	11
<b>All Grades</b>	25.37	22.35	27.27	59.70	57.65	46.75	14.93	20.00	25.97	67	85	77

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Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
<b>K</b>	*	7.14	*	*	64.29	*	*	28.57	*	*	14	*
<b>1</b>	6.25	*	0.00	31.25	*	9.09	62.50	*	90.91	16	*	11
<b>2</b>	0.00	16.67	13.33	53.33	33.33	40.00	46.67	50.00	46.67	15	12	15
<b>3</b>	*	0.00	*	*	31.25	*	*	68.75	*	*	16	*
<b>4</b>	*	9.09	0.00	*	45.45	46.15	*	45.45	53.85	*	11	13
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	0.00	0.00	*	38.46	45.45	*	61.54	54.55	*	13	11
<b>All Grades</b>	4.41	5.88	6.49	48.53	44.71	33.77	47.06	49.41	59.74	68	85	77

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Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of 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
<b>K</b>	*	28.57	*	*	35.71	*	*	35.71	*	*	14	*
<b>1</b>	6.25	*	0.00	43.75	*	36.36	50.00	*	63.64	16	*	11
<b>2</b>	14.29	8.33	13.33	35.71	50.00	46.67	50.00	41.67	40.00	14	12	15
<b>3</b>	*	0.00	*	*	68.75	*	*	31.25	*	*	16	*
<b>4</b>	*	18.18	0.00	*	63.64	61.54	*	18.18	38.46	*	11	13
<b>5</b>	*	*	*	*	*	*	*	*	*	*	*	*
<b>6</b>	*	15.38	18.18	*	76.92	54.55	*	7.69	27.27	*	13	11
<b>All Grades</b>	7.46	11.76	7.79	61.19	58.82	57.14	31.34	29.41	35.06	67	85	77

In order to protect student privacy, an asterisk (\*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

**Conclusions based on this data:**

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

# School and Student Performance Data

## California School Dashboard Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
<b>Total Enrollment</b>	<b>Socioeconomically Disadvantaged</b>	<b>English Learners</b>	<b>Foster Youth</b>
<b>426</b>	<b>58.5</b>	<b>18.8</b>	
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.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	80	18.8
Foster Youth		
Homeless	8	1.9
Socioeconomically Disadvantaged	249	58.5
Students with Disabilities	65	15.3

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	66	15.5
Asian	33	7.7
Filipino	23	5.4
Hispanic	208	48.8
Two or More Races	32	7.5
Pacific Islander	16	3.8
White	46	10.8

### Conclusions based on this data:

1. 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.

2. Our rate of homeless students for the year 2022-2023, is 1.9% which a slight increase from the 2021-22 reporting year.



# School and Student Performance Data

## Overall Performance

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



### 2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Orange	<b>Chronic Absenteeism</b>  Yellow	<b>Suspension Rate</b>  Orange
<b>Mathematics</b>  Orange		
<b>English Learner Progress</b>  Orange		

#### Conclusions based on this data:

1. The overall performance in English Language Arts, Mathematics and English Learner Progress has remained in the Orange/Low status in year 2021-22 and again in 2022-23. The consistent overall score in Orange/Low needs significant attention.
2. Chronic absenteeism continues to be a concern. Despite a notable reduction in chronic absenteeism signifying a 17% decline, our current rate remains above the California state average. This underscores the ongoing need for

targeted strategies and interventions to further address this critical issue and ensure improved attendance outcomes for all students.

# School and Student Performance Data

## Academic Performance English Language Arts

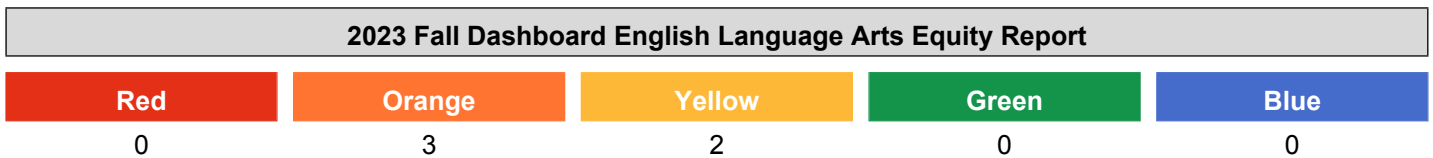
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<b>All Students</b>  Orange 37.5 points below standard Decreased -7.2 points 241 Students	<b>English Learners</b>  Yellow 68.2 points below standard Increased +6.6 points 54 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Orange 53.2 points below standard Maintained +0.6 points 150 Students	<b>Students with Disabilities</b>  Yellow 66.7 points below standard Increased Significantly +86.3 points 43 Students

**2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 50.3 points below standard Decreased -14.8 points 42 Students	 No Performance Color 0 Students	22.3 points below standard Increased Significantly +21.8 points 18 Students	20.5 points below standard 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56.9 points below standard Decreased Significantly - 22.7 points 123 Students	44.6 points below standard Decreased Significantly - 29.3 points 18 Students	14.5 points above standard Increased Significantly +54.6 points 12 Students	20.3 points above standard Increased Significantly +48.5 points 18 Students

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.

**2023 Fall Dashboard English Language Arts Data Comparisons for English Learners**

Current English Learner	Reclassified English Learners	English Only
123.3 points below standard Decreased Significantly -17.4 points 34 Students	25.6 points above standard Increased Significantly +31.7 points 20 Students	29.5 points below standard Decreased -9.1 points 169 Students

**Conclusions based on this data:**

- English Learners and students with disabilities have both showed growth. Their performance level for the year 2022-23 is at a medium.
- Our two largest groups, Latno/a and African American students, have shown a decrease in their Language Arts Performance.

# School and Student Performance Data

## Academic Performance Mathematics

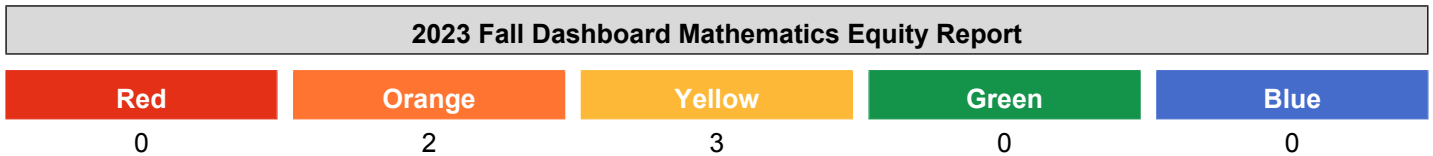
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”






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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
<b>All Students</b>  Orange 61.7 points below standard Maintained +0.7 points 239 Students	<b>English Learners</b>  Orange 92.1 points below standard Maintained +0.1 points 53 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> Less than 11 Students 5 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 75.7 points below standard Increased +4.8 points 149 Students	<b>Students with Disabilities</b>  Yellow 87.1 points below standard Increased Significantly +71.2 points 43 Students

### 2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 67 points below standard Increased Significantly +16.2 points 42 Students	 No Performance Color 0 Students	59.9 points below standard Maintained +2.2 points 18 Students	43.2 points below standard 13 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 78.7 points below standard Decreased -14.9 points 122 Students	93.3 points below standard Decreased Significantly - 54.2 points 18 Students	26.6 points below standard Increased Significantly +68.2 points 12 Students	5.2 points below standard Increased Significantly +29 points 18 Students

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

### 2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
131.1 points below standard Decreased Significantly -22 points 34 Students	22.3 points below standard Increased Significantly +32 points 19 Students	55.5 points below standard Maintained +0.4 points 168 Students

#### Conclusions based on this data:

1. As a group, English Learners were the furthest from reaching standard in Mathematics.
2. English Language Learners and Latino/a students made less growth than other significant sub groups.
3. Three student demographics, African-American, Economically disadvantaged, and Students with Disabilities, demonstrated notable improvements in their mathematics performance results.

# School and Student Performance Data

## Academic Performance English Learner Progress

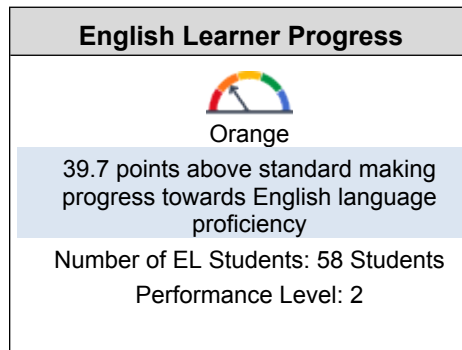
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”

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

### 2023 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.

### 2023 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
12	23	0	23

#### Conclusions based on this data:

1. When looking at our English Learners, 40% improved one ELPI level and 20% percent of English Learners decreased one ELPI level.





# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b>  Yellow 41.6% Chronically Absent Declined Significantly -17 457 Students	<b>English Learners</b>  Orange 42.7% Chronically Absent Declined -18.7 103 Students	<b>Foster Youth</b>  No Performance Color 0 Students
<b>Homeless</b> 69.2% Chronically Absent 0 13 Students	<b>Socioeconomically Disadvantaged</b>  Yellow 46.4% Chronically Absent Declined Significantly -18.6 293 Students	<b>Students with Disabilities</b>  Orange 43.4% Chronically Absent Declined -27 83 Students

**2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**

African American	American Indian	Asian	Filipino
<p>Orange</p> <p>36.6% Chronically Absent</p> <p>Declined -24.2</p> <p>71 Students</p>	<p>No Performance Color</p> <p>0 Students</p>	<p>Orange</p> <p>31.4% Chronically Absent</p> <p>Declined -19.9</p> <p>35 Students</p>	<p>25% Chronically Absent</p> <p>Declined -17.1</p> <p>24 Students</p>
Hispanic	Two or More Races	Pacific Islander	White
<p>Yellow</p> <p>46.9% Chronically Absent</p> <p>Declined Significantly -16.4</p> <p>226 Students</p>	<p>Orange</p> <p>53.8% Chronically Absent</p> <p>Declined -18.4</p> <p>39 Students</p>	<p>37.5% Chronically Absent</p> <p>Declined -10.3</p> <p>16 Students</p>	<p>Orange</p> <p>30.4% Chronically Absent</p> <p>Declined -9.6</p> <p>46 Students</p>

**Conclusions based on this data:**

1. While all student groups exhibit varying levels of chronic absenteeism, there was a collective decline observed across all groups in absenteeism rates during the 2023 fall term.

# School and Student Performance Data

## Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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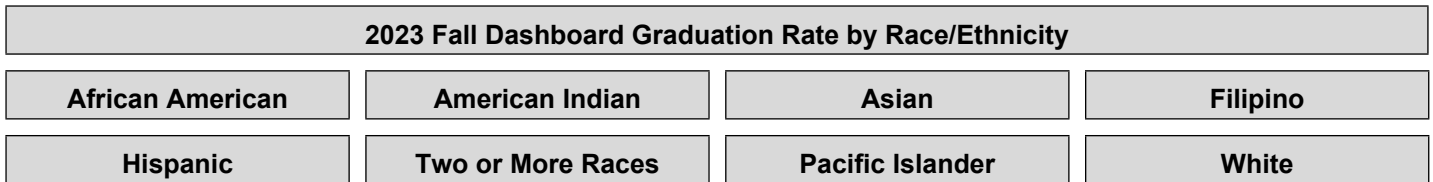
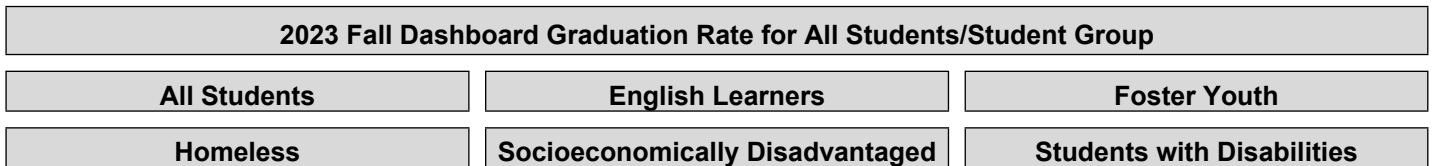
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red                      Orange                      Yellow                      Green                      Blue  
Lowest Performance                      Highest Performance

This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.



Conclusions based on this data:

1. N/A

# School and Student Performance Data

## Conditions & Climate Suspension Rate

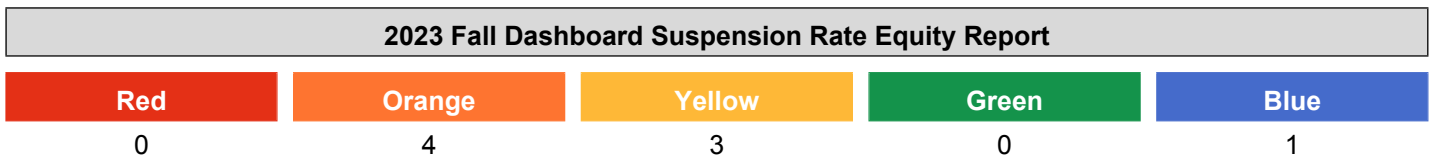
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This section provides number of student groups in each level.



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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group													
<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>All Students</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Orange</td> </tr> <tr style="background-color: #e0e0e0;"> <td>1.9% suspended at least one day</td> </tr> <tr> <td>Increased 0.7 472 Students</td> </tr> </tbody> </table>	All Students	 Orange	1.9% suspended at least one day	Increased 0.7 472 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>English Learners</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> Blue</td> </tr> <tr style="background-color: #e0e0e0;"> <td>0% suspended at least one day</td> </tr> <tr> <td>Declined -1 106 Students</td> </tr> </tbody> </table>	English Learners	 Blue	0% suspended at least one day	Declined -1 106 Students	<table border="1" style="width: 100%;"> <thead> <tr style="background-color: #e0e0e0;"> <th>Foster Youth</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"> No Performance Color</td> </tr> <tr style="background-color: #e0e0e0;"> <td>0 Students</td> </tr> </tbody> </table>	Foster Youth	 No Performance Color	0 Students
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Homeless													
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**2023 Fall Dashboard Suspension Rate by Race/Ethnicity**

African American	American Indian	Asian	Filipino
 Orange 4.2% suspended at least one day Increased 4.2 72 Students	 No Performance Color 0 Students	 Orange 2.9% suspended at least one day Increased 0.4 35 Students	0% suspended at least one day Maintained 0 24 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1.3% suspended at least one day Maintained 0.1 233 Students	 Orange 2.3% suspended at least one day Increased 2.3 43 Students	0% suspended at least one day Declined -4.2 16 Students	 Yellow 2% suspended at least one day Maintained 0 49 Students

**Conclusions based on this data:**

1. Suspension rates varied among different student subgroups. Specifically, 4.2% of African-American students, 2.9% of Asian students, and 2.3% of students of Two or More Races and, 4.7% of Students with Disabilities experienced at least one suspension. These findings underscore the importance of further investigation and targeted interventions to address disparities in disciplinary outcomes across diverse student populations.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 1

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Deeper Learning -- Language and Literacy**

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 7 percentage points to an overall score of 40.76% meeting and exceeding standard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LEA Goal:

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

#### State Priorities:

- 2 - Implementation of State Standards

#### LCAP Goal:

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Results from the most recent CAASPP test were used to form this goal. School-wide 36 percent of 3rd through 6th graders met or exceeded the standard in Language Arts. With respect to subgroups, 3 percent of English Language Learners, 27 percent of socioeconomically disadvantaged students, and 33 percent of African American students and 25 percent of Latino/a met or exceeded standards.

Group data to be collected to measure gains:

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

Strategy:

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

While all students are expected to reach proficiency or show growth towards proficiency in Language Arts, our efforts will be focused on improving equitable outcomes for our English Language Learners, socioeconomically disadvantaged students, African American students and Latino/a students. Furthermore this year, we will continue to focus on accelerating learning in language arts for these groups that exhibit disproportionate proficiency levels..

Anticipated annual growth for each group:

Based on 2023 CAASPP results, 36 percent of students reached proficiency in Language Arts. Consequently, 64 percent of students did not meet the standard. Therefore, we are planning for 9 percent growth in Language Arts so that roughly 45 percent of students are reaching standard.

Means of evaluating progress toward this goal:

- Results from benchmark tests
- Universal Screener data
- District Writing Tasks
- Lexia CORE 5 results

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

This goal is included in the LEA plan.

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

The data revealed that growth in Language Arts in the last two years has decreased at East Avenue.

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

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

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

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures

<p><b>1.1</b></p>	<p>Early Literacy Reading Intervention</p> <p>Task: Based on Reading Language Arts assessment data, primary students will be identified and given Tier II reading intervention.</p> <p>Measures: Students will be identified using the Universal Literacy Screener and BPST. Staff teaching intervention will be using curriculum proven to be effective for below grade level primary readers.</p> <p>Staff Assigned: Reading Intervention Staff, Administration, English Learner Specialist, Classroom Teachers, and members of the COST Team.</p>	<p>Students Needing Reading Support</p>	<p>34300 Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries General Education Paraeducator</p>
<p><b>1.2</b></p>	<p>Intermediate Reading Intervention</p> <p>Task: Based on Reading Language Arts assessment data, intermediate students will be identified and given Tier II reading intervention.</p> <p>Measures: Students will be identified using the Universal Literacy Screener. Staff teaching intervention will be using curriculum proven to be effective for below grade level primary readers.</p> <p>Staff Assigned: Reading Intervention Staff, Administration, English Learner Specialist, Classroom Teachers, and members of the COST Team.</p>	<p>Students Needing Reading Support</p>	<p>0 District Funded</p>
<p><b>1.3</b></p>	<p>Instructional Leadership Team and Grade Level Collaboration</p> <p>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.</p> <p>Measures: Student performance data in addition to agendas minutes and plans from grade level team meetings will serve as evidence of this strategy.</p> <p>Staff Assigned: Teachers and administration</p>	<p>All Students</p>	<p>0.00 District Funded</p>
<p><b>1.4</b></p>	<p>Library Media Technician</p> <p>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.</p>	<p>All Students</p>	<p>13187 Title I: Schoolwide Program  15806 LCFF</p>



	Measures: Access to the library will be measured using the library schedule and Accelerated Reader participation.  Staff Assigned: Library Media Technician		
1.5	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: The Universal screener will be used to collect data to prioritize students  Staff Assigned: Afterschool staff which includes, administration, classroom teachers and classified staff.	Any Students needing Tier II Supplemental Supports in Literacy	0.00 District Funded
1.6	Sub release for one on one assessment support and		

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Providing targeted intervention and access to a variety of reading materials can greatly support their learning and literacy development. Having a librarian involved in managing the library and selecting appropriate books is definitely a valuable asset in fostering a culture of reading and academic growth.

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

One of our challenges is attendance, which is addressed in Goal 7. A second challenge in implementing our plan is staffing the position with someone willing to work extra hours to do 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 will look forward to partnering with Curriculum, Instruction and Assessment to be able to offer more programming to our students during and 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 2

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Deeper Learning -- Mathematics**

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 8 percentage points to 34% of students meeting and exceeding standard.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

State Priorities:

- 2 - Implementation of State Standards

LCAP Goal:

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

Results from the most recent CAASPP test were used to form this goal. School-wide 26 percent of 3rd-6th graders met or exceeded standards in Mathematics. With respect to subgroups, 26 African American, 22 percent of socio-economically disadvantaged students, and 13 percent of students with disabilities met or exceeded standard.

Group data to be collected to measure gains:

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

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

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

Anticipated annual growth for each group:

Based on 2023 CAASPP results, 25 percent of students reached proficiency in Mathematics. Consequently, 75 percent of students did not meet the standard. Therefore, we are planning for 9 percent growth Mathematics so that roughly 36 percent of students are reaching standard.

Means of evaluating progress toward this goal:

- Results from benchmark tests
- District formative assessments

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

This goal is included in the LEA plan.

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

Overall, growth in Mathematics since the inception of CAASPP has been slow. East Avenue increased last year by 9%.

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

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

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

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP Mathematics	25% Met or Exceeded	34% Met or exceeded

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Math Intervention/Teacher Professional Development	Students needing support in Mathematics	5000 LCFF

	<p>Task: Based on assessment data, students will be identified, given Tier I &amp; Tier II Math intervention and teacher attend math Profession Development conferences focused on math intervention and best practices</p> <p>Measures: Staff teaching intervention will be using a curriculum based on Common Core State Standards.</p> <p>Staff Assigned: Administration, English Learner Specialist, Classroom Teachers, and members of the COST Team.</p>		
<b>2.2</b>	<p>Instructional Leadership Team and Grade Level Collaboration</p> <p>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. Allow teacher release time to plan. Teams will analyze student data, plan rigorous lessons, teach, assess students and attend Profession Development conferences focused on math intervention/best practices.</p> <p>Measures: Student performance data in addition to agendas minutes and plans from grade level team meetings will serve as evidence of this strategy.</p> <p>Staff Assigned: Teachers and administration</p>	All Students	0 District Funded

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

Looking back at the 2023-24 school year, the data has remained relatively stable which there is a definite opportunity for growth. Providing teachers with access to professional development opportunities and release time for collaborative planning is essential for enhancing their instructional effectiveness and fostering student success in math.

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 that I can foresee is carving out time for teachers to collaborate during the day and having their classes covered in order to do so.

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, I'm looking forward to partnering the CSU East Bay students to be able to offer Tier II intervention at multiple grade levels.

# Goals, Strategies, & Proposed Expenditures

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

## Goal 3

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### **Deeper Learning -- English Language Development**

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

#### LEA Goal:

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

#### State Priorities:

- 2 - Implementation of State Standards

#### LCAP Goal:

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

The data indicates that East Avenue is below the state average in English learners reaching Performance Level 4 on the Summative ELPAC. Our data shows 39.7% of students making progress towards English language proficiency, which is a 3.5% decrease from last year. The 2023 data shows 39% of English Learner students maintained their ELPI level of 1, 2L, 2H, 3L or 3H. This is 10% higher than the 2022 test results.

Group data to be collected to measure gains:

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

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

The focus students are English Language Learners.

Anticipated annual growth for each group:

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

Means of evaluating progress toward this goal:

- ELPAC Scores
- ADEPT Scores
- ELD Progress Reports
- ELA Benchmark Data

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

The LEA plan has the same goal in this subject area.

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

The data indicate that not all ELL students are making satisfactory progress.

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

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

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

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	ELL Specialist Task: The 0.5 FTE ELL Specialist will work with staff to create optimal student groupings for	English Language Learners	500 LCFF

	<p>designated ELD instruction. The ELL specialist will also lead professional development for staff in best practices for English Language Learners.</p> <p>Measures: Language development student rosters and student performance data</p> <p>Staff Assigned: ELL Specialist, teachers, and administration</p>		
<b>3.2</b>	<p>Instructional Leadership Team and Grade Level Collaboration</p> <p>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 and book giveaways as an incentive to encourage reading. Teams will analyze student data, plan rigorous lessons, teach, and assess students.</p> <p>Measures: Student performance data in addition to agendas minutes and plans from grade level team meetings will serve as evidence of this strategy.</p> <p>Staff Assigned: Teachers and administration</p>	English Language Learners	500 LCFF
<b>3.3</b>	<p>Release Time for Teachers</p> <p>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. Collaboration time for teachers.</p> <p>Measures: The effectiveness of substitute release time will be based on English Learner student performance data and teacher feedback.</p> <p>Staff Assigned: ELL Specialist, classroom teachers and administrator</p>	English Language Learners	3000 LCFF

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

The 2023 data shows 39% of English Learner students maintained their ELPI level of 1, 2L, 2H, 3L or 3H. This is 10% higher than the 2022 test results.

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

One of our challenges is attendance, which is addressed in Goal 7. A second challenge in implementing our plan is staffing the position with someone willing to work extra hours to do intervention and the ongoing challenge to get optimal grouping 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.

Teachers will work with our EL Specialist to monitor progress for EL students and we will continue to fund teacher release time to focus on our EL students in during the 2024-2025 school year.



# Goals, Strategies, & Proposed Expenditures

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

## Goal 4

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Deeper Learning -- Visual and Performing Arts

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.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Student participation in Visual and Performing Arts

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Arts integration in content areas	Students were able to read about artists and different genres of art and create like work of the art they've learned about.	Weekly arts integration activities implemented consistently in all classrooms and art projects showcased for student, staff and parent viewing.

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
4.1	VAPA Participation  Task: East Avenue is dedicated to promoting arts integration in our curriculum. To achieve this goal, we will host performances, showcase student work, and provide teachers with professional development in arts integration strategies. Additionally, we are excited to offer after-school enrichment programs to further enhance our students' artistic experiences. We believe that	All Students	1500 LCFF

	<p>integrating the arts into education fosters creativity, critical thinking, and academic success.</p> <p>Measures: Participation will be measured by the number of performances and events held. Student work will also be an indicator of participation.</p> <p>Staff Assigned: Administration, Art/Literacy Teacher, and classroom teachers.</p> <p>In addition to the activities listed above, we will be using the 2024-2025 school year to develop our Proposition 28 Site Plan.</p>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Every first through sixth grade class is able to intergrate activities consistently each week.

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

The challenge in reading and learning about new artists and their work is implementing lessons for multi-age levels within the same time frame each week.

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

We are hoping to expand our after school are enrichment 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 5

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Relationship-Centered Schools -- School Climate and Social-Emotional Learning (SEL):

East Avenue is committed to providing a safe, welcoming, and inclusive school environment for all students. To achieve this, we will prioritize the holistic development of every child by ensuring access to social-emotional learning (SEL) strategies on a regular basis. These strategies may be delivered through standalone SEL curricula or integrated into our school culture and climate initiatives. We aim for all students to experience an increase in feelings of school connectedness, as measured by the California Healthy Kids Survey (CHKS). Furthermore, we will implement methods to measure student growth in social-emotional learning based on the strategies we implement at our site. By focusing on the whole child and prioritizing social-emotional development, we strive to create a nurturing environment where every student can thrive academically, socially, and emotionally.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:

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

State Priorities:

- 6 - School Climate

LCAP Goal:

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

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

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

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

Group data to be collected to measure gains:

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

Strategy:

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

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

Anticipated annual growth for each group:

We expect to decrease the number of students suspended by 2% from 2022-2023 levels. We also aim to increase the percent of students feeling safe at school by 10%.

Means of evaluating progress toward this goal:

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

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

The goal is included in the LEA plan.

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

The data revealed that we had a less than 1% increase in the number of students suspended.

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

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

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

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

N/A

## Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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.

## Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
5.1	SEL Professional Development and Resources	All Students	500 LCFF

	<p>Task: East Avenue will provide teachers and staff with additional resources and professional development in Social-Emotional Learning practices and restorative justice practices.</p> <p>Measures: Participation will be mesasured by training agendas and notes.</p> <p>Staff Assigned: Administration and classroom teachers.</p>		
5.2	<p>Tier II Supplemental Support in Literacy</p> <p>Task: East Avenue will be using SIPPS and Sown to Grow to develop comprehensive continuum of support aligned with CA MTSS framework</p> <p>Measures: Literacy screener will be used to collect data to prioritize students</p> <p>Staff Assigned: Afterschool staff which includes, administration, classroom teachers and classified staff.</p>	Any Students needing Tier II Supplemental Supports in Literacy	0.00 District Funded

## Annual Review

### SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

The data revealed that we had a less than 1% increase in the number of students suspended.

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 a challenge to view each incident case by case and following up with a restorative conversation and community circles

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 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 6

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Relationship-Centered Schools -- Parent Engagement

Relationship-Centered Schools -- Parent Engagement: Increasing parent participation in school activities like parent advocacy groups, teacher conferences, and events like "Coffee with the Principal" often requires proactive outreach, clear communication about the benefits, and creating a welcoming environment. Providing varied opportunities that cater to different schedules and interests can also help boost involvement. Additionally, fostering a sense of community and showing appreciation for parents' contributions can further encourage their engagement. East Avenue will increase parent participation by 10%.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

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

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
6.1	<p>Parent Participation</p> <p>Task: East Avenue will provide additional options and opportunities for parents and students to participate in school activities by offering more flexible timing, financial support for fingerprinting to aid with parent volunteerism, translation for parents during schoolwide events, more emphasis on parent-requested topics of discussion, emphasis on African American family interests and attendance and participate in parent information conferences.</p>	All Students	<p>596.00 Title 1: Parent Allocation</p> <p>1500.00 LCFF</p>

	<p>Measures: Parent participation will be measured by the number of engagement opportunities provided and the attendance for events. Events may include Resource Fairs, Coffee with the Principal, AASIA, ELAC and meetings for parent advocacy groups.</p> <p>Staff Assigned: Administration, Family Engagement Specialist, and classroom teachers.</p>		
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# Annual Review

**SPSA Year Reviewed: 2023-24**

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 left blank and completed at the end of the year after the plan has been executed.

## Analysis

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

Increased attendance at parent workshops and events in 2023-24 and an increase in parent volunteers for school events and field trips.

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

The challenge that we have seen is finding the best way to communicate with parents about the upcoming events and opportunities to volunteer. Another challenge is finding an optimal time to meet based on parent availability.

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 were 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 7

### Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

#### Relationship-Centered Schools -- Attendance and Chronic Absenteeism

Relationship-Centered Schools -- Attendance and Chronic Absenteeism: East Avenue will decrease chronic absenteeism by 6% in the 24-25 school year.

### LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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.

### Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Too many students are classified as chronically absent.

### Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Chronically Absent	41.6% of students are chronically absent	Decrease by 6% the number of students chronically absent

### Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
7.1	<p>Chronically Absent Students</p> <p>Task: East Avenue staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including schoolwide incentives, early intervention and COST services. Rewards for improved attendance.</p> <p>Measures: Increased daily attendance and a reduced number of students classified as chronically absent will be an indicator of improvement.</p> <p>Staff Assigned: Administration, Attendance Clerk, CWA Outreach Worker, and COST Coordinator.</p>	Chronically Absent Students	500.00 LCFF



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# Annual Review

## SPSA Year Reviewed: 2023-24

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 left blank and completed at the end of the year after the plan has been executed.

### Analysis

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

It is positive to see a decrease in chronically absent students, but addressing the gap above the state level requires identifying underlying factors and targeted interventions to improve attendance rates.

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

This year, we began school with a full time attendance clerk. In April we had a transition of staff in this position which could make our progress inconsistent.

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 continue to be a point of emphasis in participation of the Downtown Promise Neighborhood Grant.

# Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

## Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$76,889.00
Total Federal Funds Provided to the School from the LEA for CSI	\$0

## Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

**Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.**

Federal Programs	Allocation (\$)

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

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

State or Local Programs	Allocation (\$)
District Funded	\$0.00
LCFF	\$28,806.00
Title 1: Parent Allocation	\$596.00
Title I: Schoolwide Program	\$47,487.00

Subtotal of state or local funds included for this school: \$76,889.00

Total of federal, state, and/or local funds for this school: \$76,889.00

# 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	28905	99.00
Title I	47987	47,987.00

## Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	28,806.00
Title 1: Parent Allocation	596.00
Title I: Schoolwide Program	47,487.00

## Expenditures by Budget Reference

Budget Reference	Amount
	23,783.00
2000-2999: Classified Personnel Salaries	34,300.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
	LCFF	28,806.00
	Title 1: Parent Allocation	596.00
	Title I: Schoolwide Program	13,187.00
2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	34,300.00

# Expenditures by Goal

Goal Number
Goal 1
Goal 2
Goal 3
Goal 4
Goal 5
Goal 6
Goal 7

Total Expenditures
63,293.00
5,000.00
4,000.00
1,500.00
500.00
2,096.00
500.00

# School Site Council Membership

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

- 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
Deirdre Taylor	Principal

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



# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: Attended ELAC, Staff, and SSC meetings to receive input for the 2024-25 SPSA

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

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

This SPSA was adopted by the SSC at a public meeting on 4/22/2024.

Attested:



Principal, Deirdre Taylor on 04/22/2024



SSC Chairperson, Crystal Chew on 04/22/2024