

School Year: **2024-25**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Howe Avenue Elementary School	34-67447-6034623	May 29th, 24	July 30, 2024

## Purpose and Plan Summary

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

### Schoolwide Program

The purpose of the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

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

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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# Comprehensive Needs Assessment Components

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

## Data Analysis

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

## Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

## Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

## Input from Educational Partners

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

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

The development of the School Plan began in fall of the 2023/2024 school year. School Site Council, English Learner Advisory Committee, Site Leadership Team, and the staff as a whole evaluated the current SPSA to determine the effectiveness of actions and any additional needs. Overall, the groups noted the need for continued or increased support with improving attendance, providing academic intervention to students, academic support for newcomer students, increasing and continuing our efforts in supporting foundational skills in reading and math, increasing safety on campus, providing social emotional learning for all students, and community outreach and engagement.

School Site Council met five times during the 2023/2024 school year to work on the development of the School Plan. Site Council reviewed extensive site data, site budgets, and staff and family surveys. Site council expressed interest in; continued funding of academic and social emotional support in order to provide instructional platforms to keep students engaged in classroom learning; continued funding of an intervention teacher to provide targeted small group instruction for students based on academic need; to provide outreach and support to families; and increased staff to provide behavioral support and supervision.

The English Learner Advisory Committee met four times during the 2023/2024 school year during the development of the School Plan. Data, budgets, and survey results were shared with ELAC members as well as the ideas and input of other decision-making groups on campus. ELAC members shared their agreement in a continued need for academic support for students, specifically English Learners so that they have the appropriate resources and materials to meet reclassification goals. In general, ELAC members expressed their satisfaction with the services currently provided for English Learners, specifically BIA and ELD teacher support, and would like them to continue. ELAC members were also in agreement with Site Council regarding the need for an improvement of chronic absenteeism and school safety, specifically more outreach to families as well as increased supervision and behavioral support on campus.

The Site Leadership Team met every two weeks for the duration of the 2023/2024 school year during the development of the School Plan. SLT reviewed extensive school data, site budgets, survey results, and input from all educational partners groups. The team discussed the effectiveness of the current School Plan as well as additional resources needed in the future School Plan. Overwhelmingly, SLT was in alignment with educational partner groups, confirming the need for increased support with; resources to improve chronic absenteeism; resources and personnel to provide targeted academic support; personnel to provide increased behavioral and supervision on campus to increase safety; improvements to and support of existing social emotional support to increase student engagement; as well as resources to support family engagement opportunities to build a sense of home school connection and community. Additionally, SLT has identified a need to provide direct mental health counseling services to students.

Teachers and support staff participated in the development of the School Plan through surveys, whole staff discussions, and staff meetings. In January of 2024, SJTA members shared their priorities for funding in a survey and further redefined their priorities in March of 2024 through a more focused survey. These priorities were share with School Site Council and English Learner Advisory Committee and addressed in the development of this School Plan. The top priority of the staff was to continue funding for an intervention teacher to provide targeted small group instruction to students based on academic need. The second priority identified by the staff is to continue additional funding for the school counselor and social worker to provide social emotional support and resources to families to decrease our suspension rate. The third priority identified by staff was to provide opportunities for staff to be trained in professional learning that supports our academic needs in ELA, Math, and data collection. Also, there was a need to continue and/or increase supervision staff during unstructured times of the school day in order to increase safety. During conversations, teachers also identified a need to continue with after school tutoring, in order to provide individualized academic supports as well as foster a home school connection with families. Teachers also throughout the year have expressed an overwhelming need for appropriate materials and supplies to meet the differentiated needs of students as well maintain and fund educational applications in order to engage students. Lastly, staff have expressed a need to provide direct mental health services and academic support to students as well as effective SEL curriculum.

The School Plan draft was shared with Site Leadership Team, School Site Council, and English Learner Advisory Committee, and the staff as a whole. All educational partners were provided an opportunity for input.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.13%	0.14%	0.14%	1	1	1
African American	14.93%	13.87%	11.97%	113	100	85
Asian	33.29%	38.97%	37.32%	252	281	265
Filipino	0.53%	0.14%	0.14%	4	1	1
Hispanic/Latino	26.02%	21.5%	22.82%	197	155	162
Pacific Islander	1.59%	1.25%	0.85%	12	9	6
White	20.61%	21.08%	23.94%	156	152	170
Multiple/No Response	2.91%	3.05%	2.82%	22	22	20
<b>Total Enrollment</b>				<b>757</b>	<b>721</b>	<b>710</b>

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	129	128	106
Grade 1	129	120	126
Grade 2	125	123	120
Grade 3	126	114	107
Grade 4	125	120	113
Grade 5	123	116	117
<b>Total Enrollment</b>	<b>757</b>	<b>721</b>	<b>710</b>

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	424	401	414	45.80%	56.0%	58.2%
Fluent English Proficient (FEP)	60	75	56	7.80%	7.9%	7.9%
Reclassified Fluent English Proficient (RFEP)				1.9%		

# School and Student Performance Data

## 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			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>721</b>	<b>86.8</b>	<b>55.6</b>	<b>0.3</b>
Total Number of Students enrolled in Howe 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
<b>English Learners</b>	401	55.6
<b>Foster Youth</b>	2	0.3
<b>Homeless</b>	30	4.2
<b>Socioeconomically Disadvantaged</b>	626	86.8
<b>Students with Disabilities</b>	70	9.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
<b>African American</b>	100	13.9
<b>American Indian</b>	1	0.1
<b>Asian</b>	281	39
<b>Filipino</b>	1	0.1
<b>Hispanic</b>	155	21.5
<b>Two or More Races</b>	22	3.1
<b>Pacific Islander</b>	9	1.2
<b>White</b>	152	21.1



# 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>  Yellow
<b>Mathematics</b>  Red		
<b>English Learner Progress</b>  Blue		

#### Conclusions based on this data:

- 1.

# School and Student Performance Data

## Academic Performance English Language Arts

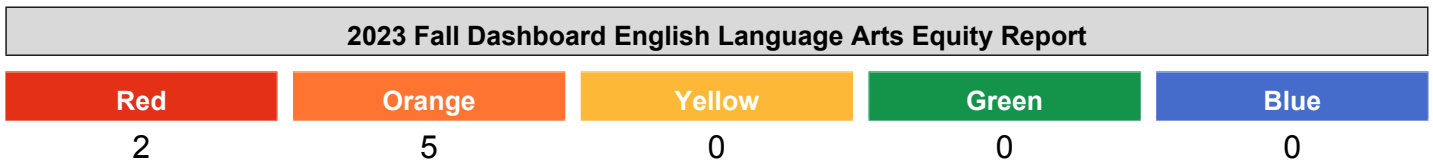
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This section provides number of student groups in each level.



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		
<p><b>All Students</b></p> <p>Orange</p> <p>104.6 points below standard</p> <p>Increased +6.3 points</p> <p>304 Students</p>	<p><b>English Learners</b></p> <p>Orange</p> <p>98.6 points below standard</p> <p>Increased +11.1 points</p> <p>188 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>136.7 points below standard</p> <p>Increased +12.1 points</p> <p>17 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Orange</p> <p>104.2 points below standard</p> <p>Increased +6.4 points</p> <p>290 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>161.6 points below standard</p> <p>Increased +12.7 points</p> <p>36 Students</p>

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

African American	American Indian	Asian	Filipino
 Red 137.9 points below standard Decreased -12.6 points 56 Students	 No Performance Color 0 Students	 Orange 92.7 points below standard Increased Significantly +21.2 points 94 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 92.9 points below standard Increased +10.4 points 68 Students	102.4 points below standard 13 Students	Less than 11 Students 5 Students	 Red 103.4 points below standard Maintained +0.8 points 67 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
117.8 points below standard Increased +8 points 156 Students	4.6 points below standard Increased +12.1 points 32 Students	125.7 points below standard Decreased -4.9 points 104 Students

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall, 304 students are below standard in English Language Arts performance which was an increase from the previous school year. The student subgroup of White and African American are significantly low. According to the Dashboard, other subgroups such as performance by race/ethnicity increased in proficiency; however, still remain below standard. African Americans scored 137.9 points below standard which was a decrease from the previous school year. White students scored 103.4 points below standard which was similar to the previous school year.

- Chronic Absenteeism rate of 39.3%, although there was a decrease in chronic absenteeism, students are still chronically tardy and absent from school
- Limited staffing to address behavioral and mental health services for students.
- Limited Student Services support for Academic intervention and differentiated instruction
- Lack for supplemental materials to provide targeted and differentiated instruction
- Lack of Professional Development/Training for staff in ELA and evidence based practices
- Lack of student engagement
- High rates of Student Mobility due to housing instability and family circumstances

- Invest in supplemental instructional materials/resources
- Invest in training/professional development of all staff
- Provide ongoing resources to families to support learning at home
- Reduce class size to provide differentiated instruction to the unique needs of the student population
- Fund additional support services/staff for SEL and behavioral development
- Increase student services in intervention support
- Attendance outreach and support
- Provide structured after school tutoring
- Fund Social Worker to provide academic and mental health support
- Continue to fund Project Optimism to provide academic mentoring and support
- Provide more family engagement opportunities to build home-school connection

# School and Student Performance Data

## Academic Performance Mathematics

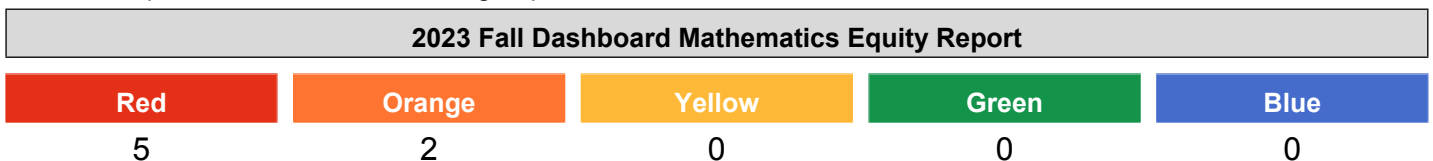
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the 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>  Red 116.2 points below standard Decreased -7.7 points 304 Students	<b>English Learners</b>  Red 111.6 points below standard Decreased -7.9 points 189 Students	<b>Foster Youth</b> Less than 11 Students 1 Student
<b>Homeless</b> 154.6 points below standard Decreased -5.8 points 17 Students	<b>Socioeconomically Disadvantaged</b>  Red 116.1 points below standard Decreased -9 points 290 Students	<b>Students with Disabilities</b>  Orange 171.8 points below standard Increased Significantly +18.6 points 36 Students

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

African American	American Indian	Asian	Filipino
 Red 131.6 points below standard Maintained +0.9 points 56 Students	 No Performance Color 0 Students	 Orange 108.6 points below standard Increased +11.9 points 95 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Red 121.8 points below standard Decreased Significantly - 22.4 points 68 Students	128.7 points below standard 13 Students	Less than 11 Students 5 Students	 Red 101.8 points below standard Maintained -1.3 points 66 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
130 points below standard Decreased -11.5 points 157 Students	21.8 points below standard Increased +7.4 points 32 Students	132.5 points below standard Decreased -6.4 points 103 Students

#### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall, 304 students are below standard in Math performance and scored 116.2 points below standard which was a decrease from the previous school year. The student subgroups of English Learners, Socioeconomically Disadvantaged, African American, Hispanic, and White are significantly low. English learners scored 111.6 points below standard which was a decrease from the previous school year. Socioeconomically Disadvantaged students scored 116.1 points below standard which was a decrease from the previous school year. African American students scored 131.6 points below standard which was similar to the previous school year. Hispanic students scored 121.8 points below standard which was a significant decrease from the previous school year and white students scored 101.8 points below standard which was similar to the previous school year.

- Chronic Absenteeism rate of 39.3%, although there was a decrease in chronic absenteeism, students are still chronically tardy and absent from school
- Limited staffing to address behavioral and mental health services for students.
- Limited Student Services support for Academic intervention and differentiated instruction
- Lack for supplemental materials to provide targeted and differentiated instruction
- Lack of Professional Development/Training for staff in Math and evidence based practices
- Lack of student engagement

- High rates of Student Mobility due to housing instability and family circumstances

- Invest in supplemental instructional materials/resources
- Invest in training/professional development of all staff
- Provide ongoing resources to families to support learning at home
- Reduce class size to provide differentiated instruction to the unique needs of the student population
- Fund additional support services/staff for SEL and behavioral development
- Increase student services in intervention support
- Attendance outreach and support
- Provide structured after school tutoring
- Fund Social Worker to provide academic and mental health support
- Continue to fund Project Optimism to provide academic mentoring and support
- Provide more family engagement opportunities to build home-school connection

# School and Student Performance Data

## Academic Performance English Learner Progress

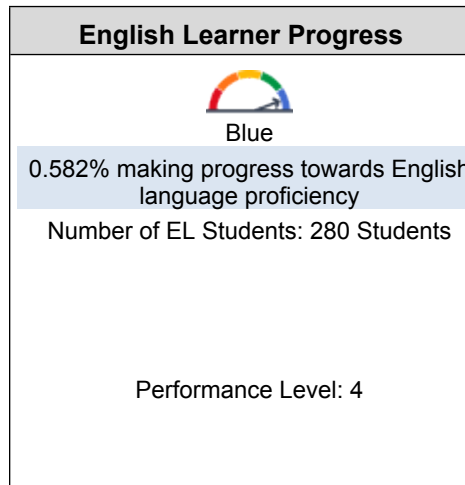
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

### 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
15	101	0	163

#### Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

Overall, 280 students were tested and 58.2% are making progress towards English Language Proficiency. 101 students maintained ELPI level and 163 students progressed one ELPI level. Although there is significant progress and growth, we need to be able to maintain or sustain the progress made for EL academic success.

- Implementation of GLAD strategies
- Designated ELD resources and strategies
- Integrated ELD throughout the day



- LTEL and Newcomer small group instruction
- Translation provided to communicate to families
- BIA support provided in classrooms for small group instruction

- Further opportunities for professional growth
- Continue the development and improvement of whole school ELD model
- Provide supplemental instructional materials for newcomers/ELLs
- Provide opportunities for family engagement events
- Provide attendance outreach and support
- Provide after school tutoring
- Fund Social Worker to provide academic and mental health support

# School and Student Performance Data

## Academic Performance College/Career Report

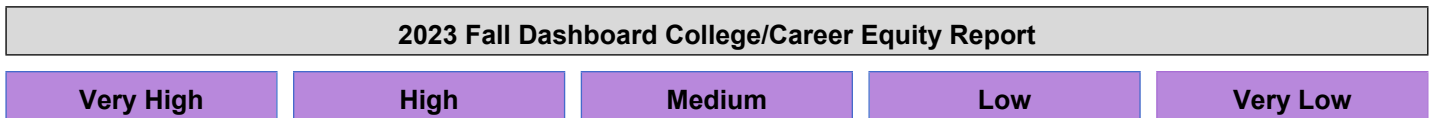
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Very Low  
Lowest Performance
Low
Medium
High
Very High  
Highest Performance

This section provides number of student groups in each level.



This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
<b>All Students</b>	<b>English Learners</b>	<b>Foster Youth</b>
N/A	N/A	N/A
<b>Homeless</b>	<b>Socioeconomically Disadvantaged</b>	<b>Students with Disabilities</b>
N/A	N/A	N/A

**2023 Fall Dashboard College/Career Report by Race/Ethnicity**

African American	American Indian	Asian	Filipino
N/A	N/A	N/A	N/A
Hispanic	Two or More Races	Pacific Islander	White
N/A	N/A	N/A	N/A

**Lowest Performing Student Groups:**

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

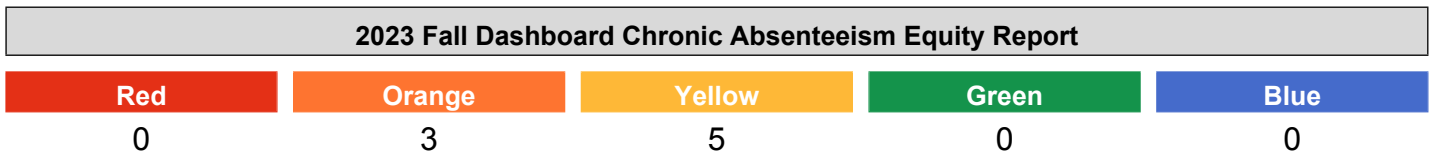
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This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 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		
<p><b>All Students</b></p> <p>Yellow</p> <p>39.3% Chronically Absent</p> <p>Declined Significantly -13.1</p> <p>819 Students</p>	<p><b>English Learners</b></p> <p>Yellow</p> <p>28.8% Chronically Absent</p> <p>Declined Significantly -12.8</p> <p>486 Students</p>	<p><b>Foster Youth</b></p> <p>Less than 11 Students</p> <p>6 Students</p>
<p><b>Homeless</b></p> <p>Orange</p> <p>71.2% Chronically Absent</p> <p>Declined -9.9</p> <p>52 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Yellow</p> <p>39.9% Chronically Absent</p> <p>Declined Significantly -12.9</p> <p>766 Students</p>	<p><b>Students with Disabilities</b></p> <p>Orange</p> <p>60.2% Chronically Absent</p> <p>Declined -5</p> <p>98 Students</p>

## 2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 64.6% Chronically Absent Declined -7 113 Students	Less than 11 Students 1 Student	 Yellow 23% Chronically Absent Declined Significantly -10.5 318 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 50.6% Chronically Absent Declined Significantly -18.4 178 Students	44.8% Chronically Absent Declined -7 29 Students	50% Chronically Absent Increased 3.8 12 Students	 Yellow 40.1% Chronically Absent Declined Significantly -12.1 167 Students

### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall Chronic Absenteeism declined significantly by 13.1% with 39.3 % of all students being chronically absent which was a significant decrease from the previous school year. Within this metric the following subgroups performed at "Orange" on the CA Dashboard: Homeless, Students With Disabilities, and African American. 71.2% of our homeless students were chronically absent which was a decline from the previous school year. 60.2% of our students with disabilities were chronically absent which was a decrease from the previous school year. 64.6% of our African American students were chronically absent which was a decrease from the previous school year.

- Increase in Student Mobility
- Increase of identified Socio-Economic challenges
- Increase of students experiencing mental and behavioral needs
- Lack of student engagement
- Lack of Home/School connection
- Lack of transportation resources and options

- Staffing to support student and family engagement
- Continue to fund Campus Rep/Monitor for safety
- Strengthen attendance outreach and support for families
- Continue and strengthen attendance incentives and goal setting for student motivation
- Provide family engagement opportunities
- Fund Social Worker to support students and families in engagement and resources

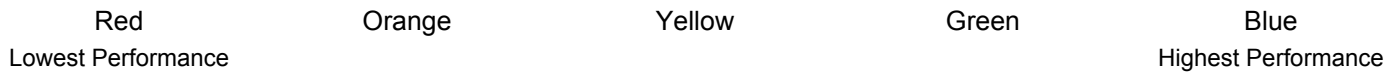
# School and Student Performance Data

## 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.

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.

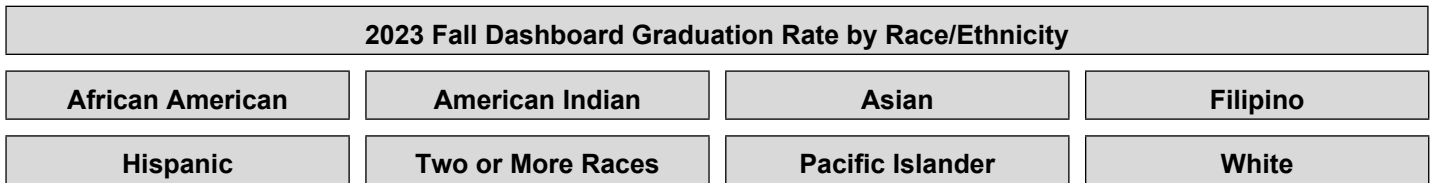
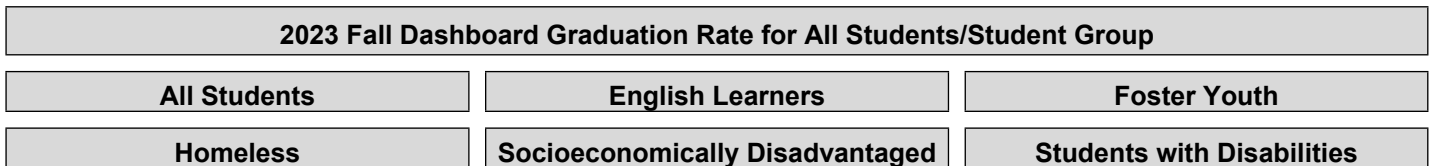
Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



This section provides number of student groups in each level.



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



### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

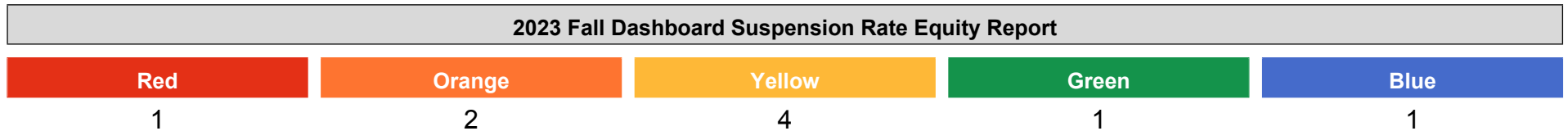
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

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 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**


**All Students**

  
 Yellow

3.1% suspended at least one day

Declined Significantly -1.5  
939 Students

**English Learners**

  
 Green


1.7% suspended at least one day

Declined -0.6  
530 Students

**Foster Youth**

Less than 11 Students  
7 Students


**Homeless**

  
 Yellow

4.4% suspended at least one day

Declined -7.2  
68 Students


**Socioeconomically Disadvantaged**

  
 Yellow

3.1% suspended at least one day

Declined Significantly -1.9  
865 Students

**Students with Disabilities**






  
 Orange

9.3% suspended at least one day

Declined -4.4  
107 Students



### 2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Yellow 5.6% suspended at least one day Declined -6.4 142 Students	Less than 11 Students 3 Students	 Blue 0.8% suspended at least one day Declined Significantly -1.3 354 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 4% suspended at least one day Maintained 0.2 201 Students	 Red 12.1% suspended at least one day Increased 9.2 33 Students	0% suspended at least one day Declined -7.7 12 Students	 Yellow 3.1% suspended at least one day Declined Significantly -1.3 193 Students

#### Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

Overall suspension rates declined 1.5% with only 3.1% of all students being suspended at least one day which was a significant decrease from the previous year. However students suspended with two or more races increased by 9.2%. The total percentage of students identified as two or more races suspended at least one day was 12.1%

- Increased number of students exhibiting behavior needs
- Lack of support to instruct students in emotional regulation
- Lack of staff to support SEL and behavior needs
- Lack of student engagement/motivation in academics

- Continue to provide afterschool mentoring with community Partner (Project Optimism)
- Fund Social Worker for mental and behavioral needs
- Continue to promote PBIS and tier 1 strategies for building student relationships
- Provide push in support for students with extreme behaviors

- Provide school-wide calm down sensory spaces within all classrooms
-

# 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

Student Achievement and Implementation of State Standards

## LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

## SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

# 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 deleted.

## ANALYSIS

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

Data used to monitor progress:

- CA Dashboard Indicators
- Unified Insight Dashboard
- iReady
- Benchmark
- 95%/BPST
- Pearson/Envision Math
- classroom data
- common assessments

- ongoing text level assessments

Frequency:

- Progress monitoring throughout the year
- Data shared ongoing throughout year such as at weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings, ELAC, and site council meetings.

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

Successful Practices:

- Small group intervention instruction
- Designated/Integrated ELD
- Provide push-in and pull-out student support
- Provide technology and academic software
- Provide monthly academic recognition of student growth

Area of Growth for Future Success:

- Provide appropriate materials to support differentiated instruction in ELA, Math, and ELD
- Provide targeted small group support and intervention
- Provide a structured and rigorous after-school tutoring program
- Provide rigorous professional development/training to staff

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

We will continue to implement small group Intervention Instruction and provide targeted ELD instruction, through the use of GLAD, UFLI, 95% and Supplemental Math supports

**2023-24**

**Identified Need**

- Invest in supplemental instructional materials/resources
- Invest in training/professional development of all staff
- Provide ongoing resources to families to support learning at home

- Reduce class size to provide differentiated instruction to the unique needs of the student population
- Fund additional support services/staff for SEL and behavioral development
- Increase student services in intervention support
- Attendance outreach and support
- Provide structured after school tutoring
- Fund Social Worker to provide academic and mental health support
- Continue to fund Project Optimism to provide academic mentoring and support
- Provide more family engagement opportunities to build home-school connection

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	104.6 points below standard	+3 scale score points
	English Learners	98.6 points below standard	
	Foster Youth		
	Homeless	136.7 points below standard	
	Socioeconomically Disadvantaged	104.2 points below standard	
	Students with Disabilities	161.6 points below standard	
	African American	137.9 points below standard	
	American Indian		
	Asian	92.7 points below standard	
	Filipino		
	Hispanic	92.9 points below standard	
	Two or More Races	102.4 points below standard	
	Pacific Islander		
White	103.4 points below standard		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24	
Math State Assessment: Change in scale score	All Students	116.2 points below standard	+3 scale score points
	English Learners	111.6 points below standard	
	Foster Youth		
	Homeless	154.6 points below standard	
	Socioeconomically Disadvantaged	116.1 points below standard	
	Students with Disabilities	171.8 points below standard	
	African American	131.6 points below standard	
	American Indian		
	Asian	108.6 points below standard	
	Filipino		
	Hispanic	121.8 points below standard	
	Two or More Races	128.7 points below standard	
	Pacific Islander		
White	101.8 points below standard		
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.582%	+2%	
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	4.69%	+2%	

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Hire & Fund 1.0 FTE Literacy Coach to support Improved Instructional Practices and to increase student achievement in all academic areas (LCRSET Grant) PC #	All Students English Learners Low-Income Students Foster Youth X Lowest Performing White, African American	Other	155,171	24-25 School Year
1.2	Fund 1.0 Intervention Teacher to support improved instructional practices to improve student achievement in all academic areas X3 PC #36144 PC#36146 PC #39381	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing White, African American, Hispanic, Students with Disabilities	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits Equity Multiplier	229000 87109 155,171	24-25 School Year
1.3	Provide professional learning opportunities for staff to aid in	All Students X English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation 5800: Professional/	40,000 40,000	24-25 School Year

	support of academic development in all core subjects	X Lowest Performing White, African American, Hispanic, Students with Disabilities	Consulting Services And Operating Expenditures Equity Multiplier		
1.4	Provide materials and supplies needed to support literacy and math concepts in all grades ensuring students have access to the instructional environment including but not limited to technology and application software	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies Equity Multiplier	38292 42,423	24-25 School Year
1.5	Provide materials and supplies for GLAD/EL strategies to support EL proficiency in all grades ensuring students have access to the instructional environment including, but not limited to chart	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	15,553	24-25 School Year



	paper, markers, printers, ink , EL Achieve				
1.6	Provide professional learning with substitute services for teachers to engage in peer observation, professional development to analyze student assessment data and plan aligned instruction in core subjects	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing White, African American, Hispanic, Students with Disabilities	Title I Part A Site Allocation 5800: Professional/ Consulting Services And Operating Expenditures	20,000	24-25 School Year
1.7	Provide academic field trips and transportation for each grade level team to attend and build academic language, vocabulary, and real world experiences	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	12,000	24-25 School Year
1.8	Hire and Fund 1.0 Certificated Teacher for class size reduction in grades, 1, 2, 3, 5 (3x) to support and improve	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing White, African American, Hispanic, Students with Disabilities	Equity Multiplier	465,513	24-25 School Year

	academic achievement in core subjects				
1.9	Provide site based tutoring after-school for struggling students	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing White, African American, Hispanic, Students with Disabilities	Equity Multiplier	21,711.5	24-25 School Year

# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

Student Engagement and Course Access

## LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

## SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

# 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 deleted.

## ANALYSIS

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

Data used to monitor progress:

- CA Dashboard Indicators
- Unified Insight Dashboard
- Attendance Data
- Staff and Family Surveys
- SAEBRS and MySAEBRS data
- Listening Session/Empathy Gathering data

Frequency:

Progress Monitoring throughout the year. Data shared during monthly attendance meeting and case by case as seen appropriate.

Ongoing weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings, ELAC, and site council meetings

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

Successful Practices:

- Attendance Plan (Annual)
- Attendance Awards for on-track Attendance
- Positive Attendance incentives
- Positive Office Referrals
- Continuous teacher communication
- Monthly site attendance meetings to review data
- Family attendance intervention meetings & home visits

Areas of Growth for Future Success:

- Hire and continue to fund School Community Specialist to motivate and engage students and provide home visits for support
- Increase home school connection opportunities to encourage school attendance
- Provide more opportunities to analyze data more frequently

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

We will continue to provide home visits and increased attendance outreach and support that will foster the home school connection and increase student engagement. The addition of a school social worker will provide students with both mental health and academic support. We will continue to incentivize attendance and show recognition through assemblies and morning announcements.

**2023-24**

### **Identified Need**

- Provide real world experiences to engage/connect with curriculum
- Fund Social Worker to provide academic and mental health support
- Implement a proactive system of attendance outreach and support for families (Home Visits)
- Continue with PBIS Tier 1 incentives for positive school attendance

### **Annual Measurable Outcomes**

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24	
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	39.3% Chronically Absent	-0.5%
	English Learners	28.8% Chronically Absent	
	Foster Youth		
	Homeless	71.2% Chronically Absent	
	Socioeconomically Disadvantaged	39.9% Chronically Absent	
	Students with Disabilities	60.2% Chronically Absent	
	African American	64.6% Chronically Absent	
	American Indian		
	Asian	23% Chronically Absent	
	Filipino		
	Hispanic	50.6% Chronically Absent	
	Two or More Races	44.8% Chronically Absent	
	Pacific Islander	50% Chronically Absent	
White	40.1% Chronically Absent		
Attendance: Percentage of the school year attended for students in TK-12	89.09%	90.9%	
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	.		
Middle School Dropout Rate:	.		

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Number of middle school students (grades 6-8) who dropout of school.		
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	.

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

**Strategy/Activity & Proposed Expenditures**

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
2.1	Hire and Fund 1.0 Social Worker to provide student support for social emotional skills and academic support PC #39380	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing AA, Homeless, SWD, Asian, HISP, White, TOM	Equity Multiplier	155,171	24-25 School Year

2.2	Fund 1.0 School Counselor to support academic needs and social emotional support PC #31420	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing TOM, AA, WH, HISP, SED, Homeless, SWD, Asian	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	103000 50939	24-25 School Year
2.3	Provide family engagement opportunities to increase the home school connection	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier  Title I Part A Parent Involvement 4000-4999: Books And Supplies	11,211.50 7584	24-25 School Year
2.4	Fund 1.0 School Community Resource Assistant to support and aid families in home language support with resources that support home school connection	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation	57,007 42,300	24-25 School Year

	x2 (Farsi/Dari 1.0 & Spanish 1.0) PC # 37756 PC# 36078		3000-3999: Employee Benefits		
2.5	Provide positive behavior support and engagement recognition programs to increase absenteeism and increase schoolwide motivation	All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, Homeless, SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5730	24-25 School Year



# Goals, Strategies, & Proposed Expenditures

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

## Goal Subject

School Conditions, Climate, and Family Engagement

## LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

## SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

# 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 deleted.

## ANALYSIS

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

Data Used to monitor progress:

- Ca Dashboard Indicators
- Unified Insights
- Listening/Empathy Gathering Sessions
- SAEBRS & MySAEBRS data
- Care Solace Referrals
- Tier 2 PBIS Meetings
- District Climate Surveys

Frequency:

Progress Monitoring throughout the year. Data shared during monthly attendance meeting and case by case as seen appropriate. Ongoing weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings, ELAC, and site council meetings

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

Successes:

- Retaining and hiring staff to monitor student safety on campus
- Funding Community Partners to facilitate recreational activities during recess (Superior Sports)
- Project Optimism community partner
- Social Skills groups/Lunch Bunch (Counselor & Social Worker)

Areas of Future Growth:

- SEL curriculum not meeting the needs of students
- Provide full time Social Worker
- Provide Family events

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

Due to increase in the need for safety we funded a School Community Specialist, additional recreation aides. We will continue to provide home visits and increased attendance outreach and support that will foster the home school connection and increase student engagement.

**2023-24**

### **Identified Need**

- Provide opportunities for family engagement events
- Provide continued supervision staff to provide a safe campus and recreational activities
- Project Optimism to provide academic mentoring and support
- SEL curriculum that meets the needs of students
- Provide materials and supplies to support PBIS systems
- Purchase or Supply SEL Curriculum

## Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24	
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	3.1% suspended at least one day	-0.3%
	English Learners	1.7% suspended at least one day	
	Foster Youth		
	Homeless	4.4% suspended at least one day	
	Socioeconomically Disadvantaged	3.1% suspended at least one day	
	Students with Disabilities	9.3% suspended at least one day	
	African American	5.6% suspended at least one day	
	American Indian		
	Asian	0.8% suspended at least one day	
	Filipino		
	Hispanic	4% suspended at least one day	
	Two or More Races	12.1% suspended at least one day	
	Pacific Islander	0% suspended at least one day	
White	3.1% suspended at least one day		
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.0%	
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	66.6%	+2%	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	70.3%	+0.5%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	90%	+0.5%

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

### Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Fund 1.0 Campus Monitor to support intervention of behavior and social emotional support for all students including engagement of school activities x 2 PC #35284 PC #34794	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or more races	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	55,658 44,852	24-25 School Year
3.2	Fund and provide School Playground	All Students English Learners Low-Income Students	LCFF Rec Aide Allocation	3,933	24-25 School Year

	Recreational Aide to increase structured play and reduce incidents of negative behavior on the playground PC #TBD	Foster Youth X Lowest Performing Two or more races	2000-2999: Classified Personnel Salaries		
3.3	Fund and provide Superior Sports to coach and mentor students during structured recess program in athletic games used to engage and motivate students	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier	97,200	24-25 School Year
3.4	Fund and provide academic success coaching with students and small group mentor program to build confidence and academic structure with 4th & 5th grade students with Project Optimism	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Two or more races, Asian, Hispanic, White, Students with Disabilities, Homeless	Other	7500	24-25 School Year
3.5	Provide opportunities to increase parent voice and education through	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		24-25 School Year

	monthly meetings (Mugs and Muffins), education nights, and family engagement events on campus to strengthen the home school connection				
3.6	Continue to provide leadership roles for families such as ELAC, SSC, and PTA/PTO	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		24-25 School Year
3.7	Provide and fund materials and supplies to support social emotional curriculum and needs as well as positive behavior incentives (ELO)	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other		24-25 School Year
3.8		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

# Centralized Services for Planned Improvements in Student Performance

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

## Centralized Services

<b>SCHOOL GOAL #1:</b>
Student Achievement and Implementation of Standards

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide explicit language development for English learners based on language proficiency level.	8/2025	ELD Teachers	1000-1999: Certificated Personnel Salaries	Title I Part A Centralized Services (District Only)	
Provide primary language support in core content classes other than ELD	08/2025	BIA - 6 FTE	2000-2999: Classified Personnel Salaries	Other	
Provide Intervention instruction by 1.0 FTE (HPPH)	08/2025	Intervention Teacher	1000-1999: Certificated Personnel Salaries	Other	

<b>SCHOOL GOAL #2:</b>
Student Engagement and Course Access

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide multi-tiered support for student engagement by 0.5 Counselor	08/2025	MTSS Counselor	1000-1999: Certificated Personnel Salaries	Other	

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide multi-tiered support for student engagement by 0.5 Social Worker	08/2025	MTSS Social Worker	1000-1999: Certificated Personnel Salaries	Other	

<b>SCHOOL GOAL #3:</b>
School Conditions, Climate, and Family Engagement

Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development)	Start Date  Completion Date	Proposed Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
Provide student/family engagement opportunities through home visits, student/family education nights, small group lessons by 1.0 FTE SCS	08/2025	School Community Specialist	2000-2999: Classified Personnel Salaries	Other	
Provide safety by additional School Playground Recreational Aides 0.38 FTE X 3	08/2025	School Playground Recreational Aide	2000-2999: Classified Personnel Salaries	Other	



# 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	\$702,784.00
Total Federal Funds Provided to the School from the LEA for CSI	\$339,882.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,964,029.00

## Other Federal, State, and Local Funds

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

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

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

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

State or Local Programs	Allocation (\$)
Equity Multiplier	\$988,401.00
LCFF Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$106,240.00
Other	\$162,671.00
Title I Part A Parent Involvement	\$7,584.00
Title I Part A Site Allocation	\$695,200.00

Subtotal of state or local funds included for this school: \$1,964,029.00

Total of federal, state, and/or local funds for this school: \$1,964,029.00

# Budgeted Funds and Expenditures in this Plan

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

## Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	106,240.00	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	695,200.00	0.00
Title I Part A Parent Involvement	7,584.00	0.00
Equity Multiplier	988,401.00	0.00

## Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	988,401.00
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	106,240.00
Other	162,671.00
Title I Part A Parent Involvement	7,584.00
Title I Part A Site Allocation	695,200.00

## Expenditures by Budget Reference

Budget Reference	Amount
	995,901.00
1000-1999: Certificated Personnel Salaries	332,000.00
2000-2999: Classified Personnel Salaries	116,598.00
3000-3999: Employee Benefits	225,200.00
4000-4999: Books And Supplies	67,159.00
5000-5999: Services And Other Operating Expenditures	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	60,000.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	Equity Multiplier	988,401.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	55,658.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	44,852.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	5,730.00
	Other	162,671.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	7,584.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	332,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	57,007.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	180,348.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	53,845.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	12,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Part A Site Allocation	60,000.00

## Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	1,321,943.50
Goal 2	432,942.50
Goal 3	209,143.00

# School Site Council Membership

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

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

Name of Members	Role
Christina Allison	Principal
Jennifer Teasdale	Classroom Teacher
Angela Javideyan	Classroom Teacher
LaWanna White Montgomery	Classroom Teacher
Cassandra Robles	Other School Staff
Mioshi Taylor	Parent or Community Member
Veronica Henry	Parent or Community Member
Yousuf Javid	Parent or Community Member
Ignacio Amezcua	Parent or Community Member
Sabah Abdola	Parent or Community Member

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

# Recommendations and Assurances

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

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

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

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

**Signature**

**Committee or Advisory Group Name**

On file

English Learner Advisory Committee

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

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

This SPSA was adopted by the SSC at a public meeting on 5/29/24.

Attested:



Principal, Christina Allison on 5/29/24



SSC Chairperson, Mioshi Taylor on 5/29/24

# Budget By Expenditures

## Howe Avenue Elementary School

**Funding Source: Equity Multiplier**

**\$988,401.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$40,000.00	Connected School Communities	
		\$42,423.00	Connected School Communities	
		\$155,171.00	Connected School Communities	
Hire and Fund 1.0 Social Worker to provide student support for social emotional skills and academic support PC #39380		\$155,171.00	Healthy Environments for Social-Emotional Growth	
Hire and Fund 1.0 Certificated Teacher for class size reduction in grades, 1, 2, 3, 5 (3x) to support and improve academic achievement in core subjects		\$465,513.00	Connected School Communities	
Provide site based tutoring after-school for struggling students		\$21,711.50	Connected School Communities	
Provide family engagement opportunities to increase the home school connection		\$11,211.50	Healthy Environments for Social-Emotional Growth	
Fund and provide Superior Sports to coach and mentor students during structured recess program in athletic games used to engage and motivate students		\$97,200.00	Engaging Academic Programs	
Equity Multiplier Total Expenditures:		\$988,401.00		
Equity Multiplier Allocation Balance:		\$0.00		

# Howe Avenue Elementary School

## Funding Source: LCFF Rec Aide Allocation

**\$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund and provide School Playground Recreational Aide to increase structured play and reduce incidents of negative behavior on the playground PC #TBD	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		\$3,933.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

## Funding Source: LCFF Supplemental Site Allocation

**\$106,240.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Fund 1.0 Campus Monitor to support intervention of behavior and social emotional support for all students including engagement of school activities x 2 PC #35284 PC #34794	2000-2999: Classified Personnel Salaries	\$55,658.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$44,852.00	Engaging Academic Programs	
Provide positive behavior support and engagement recognition programs to increase absenteeism and increase schoolwide motivation	4000-4999: Books And Supplies	\$5,730.00	Healthy Environments for Social-Emotional Growth	
LCFF Supplemental Site Allocation Total Expenditures:		\$106,240.00		
LCFF Supplemental Site Allocation Allocation Balance:		\$0.00		

# Howe Avenue Elementary School

## Funding Source: Other

**\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Hire & Fund 1.0 FTE Literacy Coach to support Improved Instructional Practices and to increase student achievement in all academic areas (LCRSET Grant) PC #		\$155,171.00	Connected School Communities	
After school music, drama and sports enrichment	1000-1999: Certificated Personnel Salaries	\$45,000.00	Clear Pathways to Bright Futures	
Partner with Project Optimism to provide students of color with academic and social emotional supports to pursue college and career opportunities	5800: Professional/Consulting Services And Operating Expenditures	\$7,500.00	Clear Pathways to Bright Futures	
	1000-1999: Certificated Personnel Salaries	\$2,500.00	Clear Pathways to Bright Futures	
Fund and provide academic success coaching with students and small group mentor program to build confidence and academic structure with 4th & 5th grade students with Project Optimism		\$7,500.00	Engaging Academic Programs	
Other Total Expenditures:		\$217,671.00		
Other Allocation Balance:		\$0.00		

## Funding Source: Title I Part A Parent Involvement

**\$7,584.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$7,584.00	Healthy Environments for Social-Emotional Growth	



# Howe Avenue Elementary School

Title I Part A Parent Involvement Total Expenditures: \$7,584.00

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

**Funding Source: Title I Part A Site Allocation \$695,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$42,300.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	\$50,939.00	Healthy Environments for Social-Emotional Growth	
Fund 1.0 School Community Resource Assistant to support and aid families in home language support with resources that support home school connection x2 (Farsi/Dari 1.0 & Spanish 1.0) PC # 37756 PC# 36078	2000-2999: Classified Personnel Salaries	\$57,007.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	\$87,109.00	Connected School Communities	
Fund 1.0 Intervention Teacher to support improved instructional practices to improve student achievement in all academic areas X3 PC #36144 PC#36146 PC #39381	1000-1999: Certificated Personnel Salaries	\$229,000.00	Connected School Communities	
Provide professional learning opportunities for staff to aid in support of academic development in all core subjects	5800: Professional/Consulting Services And Operating Expenditures	\$40,000.00	Connected School Communities	

## Howe Avenue Elementary School

Provide materials and supplies needed to support literacy and math concepts in all grades ensuring students have access to the instructional environment including but not limited to technology and application software	4000-4999: Books And Supplies	\$38,292.00	Connected School Communities
Provide materials and supplies for GLAD/EL strategies to support EL proficiency in all grades ensuring students have access to the instructional environment including, but not limited to chart paper, markers, printers, ink , EL Achieve	4000-4999: Books And Supplies	\$15,553.00	Connected School Communities
Provide professional learning with substitute services for teachers to engage in peer observation, professional development to analyze student assessment data and plan aligned instruction in core subjects	5800: Professional/Consulting Services And Operating Expenditures	\$20,000.00	Connected School Communities
Provide academic field trips and transportation for each grade level team to attend and build academic language, vocabulary, and real world experiences	5000-5999: Services And Other Operating Expenditures	\$12,000.00	Connected School Communities
Fund 1.0 School Counselor to support academic needs and social emotional support PC #31420	1000-1999: Certificated Personnel Salaries	\$103,000.00	Healthy Environments for Social-Emotional Growth

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Title I Part A Site Allocation Total Expenditures: \$695,200.00

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

Howe Avenue Elementary School Total Expenditures: \$2,019,029.00