

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
Whitney Avenue Elementary School	34-67447-6034961	May 23rd, 2024	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, provided academic intervention to students, academic support for newcomer students, increasing safety on campus, technology upgrades, 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 technology 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; increased hours for the attendance clerk 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 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 stakeholder 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 stakeholder 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 technology 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 refined 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 attendance clerk to provide outreach to families to improve our chronic absenteeism rate. The third priority identified by staff was 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 the home visit program as well as 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 upgrade technology 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 stakeholders were provided 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	0.26%	0.25%	%	1	1	
African American	17.99%	18.25%	17.96%	70	73	72
Asian	18.25%	21.75%	22.19%	71	87	89
Filipino	0.77%	1%	1.00%	3	4	4
Hispanic/Latino	24.42%	20.75%	21.70%	95	83	87
Pacific Islander	1.03%	1.5%	1.25%	4	6	5
White	29.56%	28%	27.68%	115	112	111
Multiple/No Response	7.46%	8.5%	8.23%	29	34	33
	Total Enrollment			389	400	401

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	64	65	55
Grade 1	64	76	63
Grade 2	70	64	74
Grade3	72	73	69
Grade 4	50	61	78
Grade 5	69	61	62
Total Enrollment	389	400	401

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	138	157	166	29.30%	35.5%	41.4%
Fluent English Proficient (FEP)	19	24	23	3.10%	4.9%	5.7%
Reclassified Fluent English Proficient (RFEP)				5.2%		

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
400	85	39.3	0.3
Total Number of Students enrolled in Whitney 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	157	39.3
Foster Youth	1	0.3
Homeless	17	4.3
Socioeconomically Disadvantaged	340	85
Students with Disabilities	70	17.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	73	18.3
American Indian	1	0.3
Asian	87	21.8
Filipino	4	1
Hispanic	83	20.8
Two or More Races	34	8.5
Pacific Islander	6	1.5
White	112	28

School and Student Performance Data

Overall Performance






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2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Orange	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Yellow		
English Learner Progress  Orange		

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Language Arts

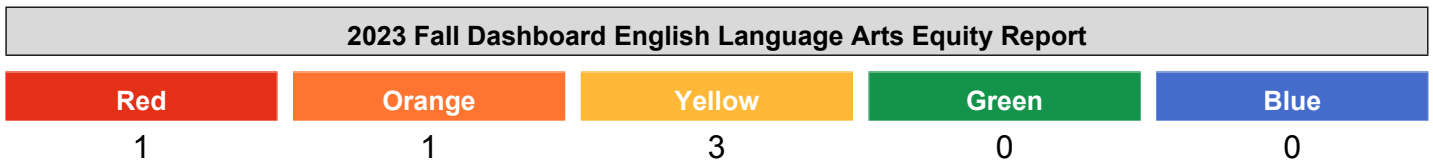
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This section provides number of student groups in each level.



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		
All Students	English Learners	Foster Youth
 Orange 71.3 points below standard Increased +14.9 points 161 Students	 Yellow 63.5 points below standard Increased Significantly +19.1 points 74 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 7 Students	 Orange 76.3 points below standard Increased +14.9 points 147 Students	 Red 146 points below standard Decreased -4.3 points 37 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
115.1 points below standard Decreased -5.2 points 34 Students	Less than 11 Students 1 Student	82 points below standard Increased Significantly +17.4 points 30 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 62.3 points below standard Increased Significantly +43.8 points 33 Students	27.8 points below standard Increased +8.1 points 11 Students	Less than 11 Students 2 Students	 Yellow 50 points below standard Increased Significantly +22.1 points 49 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
86.6 points below standard Increased Significantly +24 points 59 Students	27.7 points above standard Increased +4 points 15 Students	80.1 points below standard Increased +8.7 points 84 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, 161 students are 71.3 points below standard in English Language Arts performance. The student subgroup of Students with Disabilities scored 146 points below standard which is significantly low, as well as the race/ethnicity group of African American they are 115.1 points below standard.

- chronic absenteeism rate of 43%, with SWD and AA student groups two of the highest.
- outreach to families regarding attendance but not enough due to limited staff and resources.
- not enough behavioral and mental health services for students.
- academic intervention and differentiated instruction but not enough due to limited staff and resources.
- need for supplemental materials to provide targeted and differentiated instruction.
- lack of student engagement.

- supplemental instructional materials and supplies
- technology & technology maintenance for student engagement
- opportunities for family engagement events

- further development and implementation of home visit program
- student council opportunities for student engagement around campus
- attendance outreach and support
- after school tutoring
- counselor to provide academic and mental health support
- Project Optimism to provide academic mentoring and support

School and Student Performance Data

Academic Performance Mathematics

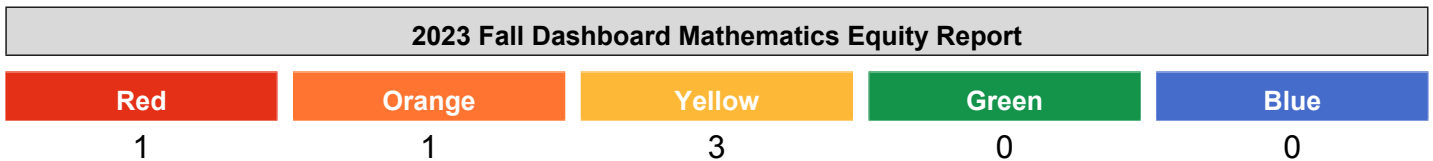
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This section provides number of student groups in each level.



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		
All Students	English Learners	Foster Youth
 Yellow 89.4 points below standard Increased +12.4 points 158 Students	 Yellow 84.4 points below standard Increased +3.4 points 73 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 7 Students	 Yellow 94.8 points below standard Increased +7.8 points 144 Students	 Red 157.3 points below standard Decreased -3.8 points 35 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
129.6 points below standard Decreased -8 points 34 Students	Less than 11 Students 1 Student	86.3 points below standard Maintained +2.1 points 29 Students	Less than 11 Students 1 Student
Hispanic	Two or More Races	Pacific Islander	White
 Orange 98.9 points below standard Increased Significantly +21.6 points 33 Students	Less than 11 Students 10 Students	Less than 11 Students 2 Students	 Yellow 60.6 points below standard Increased Significantly +30.5 points 48 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
98.7 points below standard Increased +9.7 points 58 Students	29.4 points below standard Decreased Significantly -19.1 points 15 Students	95 points below standard Increased Significantly +16.6 points 82 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, 158 students are 89.4 points below standard in Math performance which was an increase from the previous school year. The student subgroup of Students with Disabilities is significantly low, as well as the race/ethnicity group of African American. Students with Disabilities scored 157.3 points below standard which was a decrease from the previous year. African American students scored 129.6 points below standard which was a decrease from the previous school year.

- chronic absenteeism rate of 43%, with SWD and AA student groups two of the highest.
- outreach to families regarding attendance but not enough due to limited staff and resources.
- not enough behavioral and mental health services for students.
- academic intervention and differentiated instruction but not enough due to limited staff and resources.
- need for math materials and supplies to provide hands-on instruction.

- supplemental instructional materials and supplies
- technology & technology maintenance for student engagement

- opportunities for family engagement events
- further development and implementation of home visit program
- student council opportunities for student engagement around campus
- attendance outreach and support
- after school tutoring
- counselor to provide academic and mental health support
- Project Optimism to provide academic mentoring and support

School and Student Performance Data

Academic Performance English Learner Progress

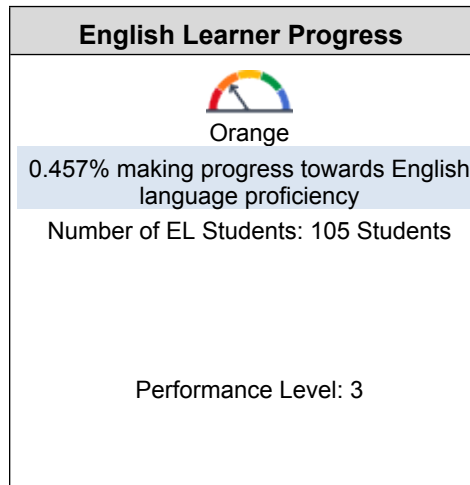
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

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
9	48	0	48

Lowest Performing Group:

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

Although 48 of 105 students progressed at least one ELPI level, 54.3% of English Learners are not making progress towards English Language proficiency. 9 students decreased one ELPI level and 48 maintained.

- year 1 implementation of whole school ELD model
- ELD professional development

- further opportunities for professional growth
- further development and improvement of whole school ELD model
- supplemental instructional materials for newcomers
- technology & technology maintenance for student engagement
- opportunities for family engagement events
- further development and implementation of home visit program
- attendance outreach and support
- after school tutoring
- counselor to provide academic and mental health support

School and Student Performance Data

Academic Performance College/Career Report

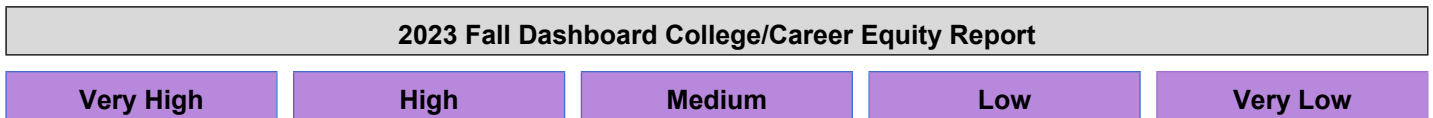
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Very Low
Lowest Performance
Low
Medium
High
Very High
Highest Performance

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		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
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?

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School and Student Performance Data

Academic Engagement Chronic Absenteeism

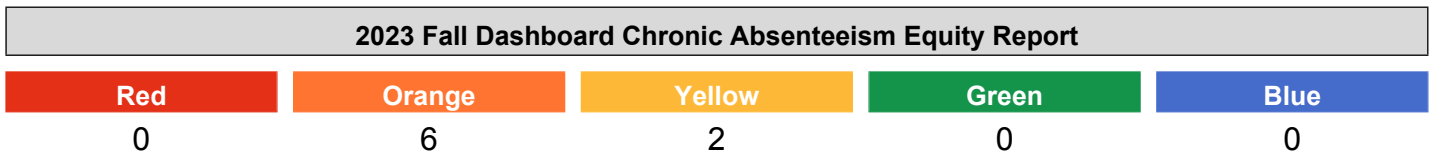
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This section provides number of student groups in each level.



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>All Students</p> <p>Yellow</p> <p>43.3% Chronically Absent</p> <p>Declined Significantly -18.2</p> <p>443 Students</p>	<p>English Learners</p> <p>Yellow</p> <p>32.6% Chronically Absent</p> <p>Declined Significantly -19.6</p> <p>184 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p>Homeless</p> <p>65.2% Chronically Absent</p> <p>Declined -11.9</p> <p>23 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Yellow</p> <p>42.7% Chronically Absent</p> <p>Declined Significantly -20.3</p> <p>389 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>52.3% Chronically Absent</p> <p>Declined -14.8</p> <p>86 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 50.6% Chronically Absent Declined -14.8 79 Students	Less than 11 Students 1 Student	 Orange 24% Chronically Absent Declined -18.6 96 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 46.2% Chronically Absent Declined -22.6 93 Students	 Orange 56.8% Chronically Absent Declined -15.1 37 Students	Less than 11 Students 6 Students	 Orange 46.5% Chronically Absent Declined -17.6 127 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, 43.3% of students are chronically absent. Student groups of English learners, Socioeconomically disadvantaged, Students with Disabilities, and homeless are all significantly low as well as the race/ethnicity groups of AA, Asian, Hispanic, White, and two or more races.

The student groups with the highest rate of chronic absenteeism are the subgroups of homeless at 65.2% and the race/ethnicity group of Hispanic at 46.2% which were both a decrease from the previous school year.

- Outreach to families was happening but not enough.
- Staff were building relationships with families but needed more time/resources to build connection.
- Limited staff were available to connect parents with appropriate services and resources.

- Creation of a proactive system of attendance outreach and support for families.
- Further development and implementation of home visit program.

School and Student Performance Data

Academic Engagement Graduation Rate

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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.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students N/A	English Learners N/A	Foster Youth N/A
Homeless N/A	Socioeconomically Disadvantaged N/A	Students with Disabilities N/A

2023 Fall Dashboard Graduation Rate 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?

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School and Student Performance Data

Conditions & Climate Suspension Rate

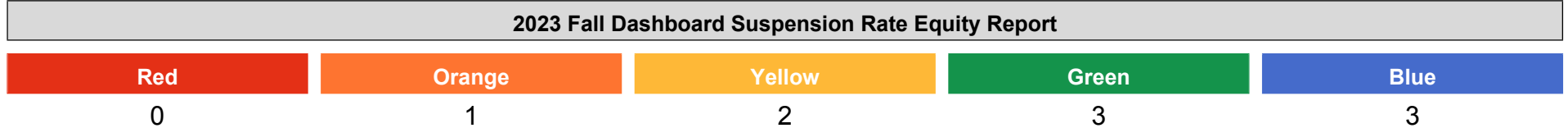
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This section provides number of student groups in each level.



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


All Students


 Green

1.3% suspended at least one day

Declined -0.7
471 Students

English Learners


 Blue


0% suspended at least one day

Declined -0.5
193 Students

Foster Youth

Less than 11 Students
1 Student


Homeless


 Blue

0% suspended at least one day

Declined -1.9
31 Students


Socioeconomically Disadvantaged


 Green

1.5% suspended at least one day

Declined -0.5
413 Students






Students with Disabilities


 Yellow

3.3% suspended at least one day

Declined -1.3
90 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Green 1.1% suspended at least one day Declined -3.3 88 Students	Less than 11 Students 1 Student	 Blue 0% suspended at least one day Maintained 0 98 Students	Less than 11 Students 4 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 1% suspended at least one day Increased 1 100 Students	 Green 2.5% suspended at least one day Declined -6.3 40 Students	Less than 11 Students 6 Students	 Orange 2.2% suspended at least one day Increased 0.3 134 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, there is a suspension rate of 1.3% for all students. The student groups with the highest suspension rates are Students with Disabilities at 3.3% which was a decrease from the previous school year.

- lack of direct mental health services to support students.
- chronic absenteeism contributing to students struggling academically and behaviorally due to inconsistent routines.
- not enough behavioral/supervision support.
- need for additional opportunities for students to engage at school.

- continued and additional attendance outreach and support for families.
- direct mental health services provided by school counselor.
- continuation of Project Optimism and Superior Sport to provide students with positive school connection and engagement.
- further development and implementation of home visit program to foster positive relationships.

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, SIPPS, SF Math, classroom data.

Frequency: Ongoing throughout year such as at weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings, and site council meetings.

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

Successes:

- small group intervention

- whole school ELD
- push-in and pull-out student support
- data-based differentiated instruction
- SF math curriculum
- after-school tutoring

Challenges:

- not enough appropriate materials to support differentiated instruction in math, ELA, and ELD
- not providing enough small group support and intervention
- lacking instructional technology to provide engaging instructional delivery
- need for more robust after-school tutoring program
- need for academic mentoring

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

Connected communities and personal relationships are foundational to learning, and standards-based instruction and data-based differentiated and academic support are key to academic success. We will ensure that each student is engaged and supported in a challenging and standards-based program that provides intervention and small group instruction with appropriate curriculum, supplemental materials, technology for engagement, and personnel for student support.

2023-24

Identified Need

- additional staffing for small group intervention and push-in support
- supplemental instructional materials and supplies
- technology & technology maintenance for student engagement
- increased after school tutoring
- counselor to provide academic and mental health support
- academic mentoring and support
- further development and improvement of whole school ELD model

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	71.3 points below standard	+3 scale score points

Metric/Indicator

Baseline 2022-23

Expected Outcome 2023-24

	<p>English Learners 63.5 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 76.3 points below standard</p> <p>Students with Disabilities 146 points below standard</p> <p>African American 115.1 points below standard</p> <p>American Indian</p> <p>Asian 82 points below standard</p> <p>Filipino</p> <p>Hispanic 62.3 points below standard</p> <p>Two or More Races 27.8 points below standard</p> <p>Pacific Islander</p> <p>White 50 points below standard</p>	
<p>Math State Assessment: Change in scale score</p>	<p>All Students 89.4 points below standard</p> <p>English Learners 84.4 points below standard</p> <p>Foster Youth</p> <p>Homeless</p> <p>Socioeconomically Disadvantaged 94.8 points below standard</p> <p>Students with Disabilities 157.3 points below standard</p> <p>African American 129.6 points below standard</p> <p>American Indian</p>	<p>+3 scale score points</p>

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Asian 86.3 points below standard Filipino Hispanic 98.9 points below standard Two or More Races Pacific Islander White 60.6 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	0.457%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	5.15%	+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.

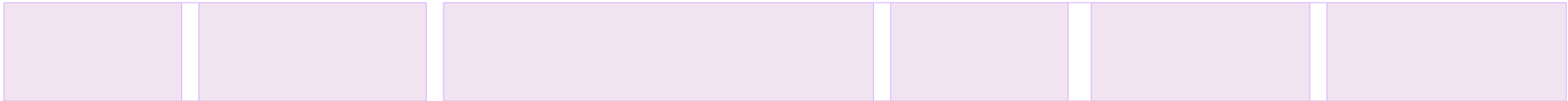
Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Supplemental Instructional Materials: Provide materials and supplies to support explicit language instruction and math concepts in all grades as well	All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation	29,426 2,087 13,564	August 2024-June 2025

	as provide differentiated and target small group instruction.		4000-4999: Books And Supplies Equity Multiplier 4000-4999: Books And Supplies		
1.2	Technology: Provide equipment and programs to enhance instructional delivery as well as increase student engagement.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies	32866	August 2024-June 2025
1.3	Technology Maintenance: Maintain and upgrade instructional technology as needed to allow for delivery of high quality instruction.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	August 2024-June 2025
1.4	Materials & Supplies: Provide supplemental materials and supplies to support	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Student with Disabilities	Title I Part A Site Allocation 4000-4999: Books And Supplies	54,616	August 2024-June 2025

	intervention, differentiation, and engagement.				
1.5	After School Tutoring: Provide site-based tutoring after school for identified students.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	32867	August 2024-June 2025
1.6	Title 1 Teacher (1.0 FTE): Support instructional processes to increase student achievement, including formative and summative assessment, data analysis, goal-setting, small group instruction, and collaboration on lesson design and delivery. PC 29562	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	77770 36924	August 2024-June 2025
1.7	Instructional Assistant 1 (4.0 FTE):	All Students English Learners Low-Income Students	Equity Multiplier	197,436	August 2024-June 2025

	Provide small group instruction and intervention in grades 3-5.	Foster Youth X Lowest Performing SWD	2000-2999: Classified Personnel Salaries		
1.8	Instructional Assistant 2 (1.0 FTE): Provide targeted push in and pull out small group and individual instruction.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD	Equity Multiplier 2000-2999: Classified Personnel Salaries	55,442	August 2024-June 2025
1.9	Instructional Assistant 3 (1.0 FTE): Work in collaboration with the behaviorist to provide academic and behavioral support to students.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD	Equity Multiplier 2000-2999: Classified Personnel Salaries	57,798	August 2024-June 2025
1.10	UDL training, materials, and supplies: Make content comprehensible to emerging bilinguals.	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,588	August 2024-June 2025



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, LCAP student listening session, attendance data, classroom data, and staff and family climate surveys.

Frequency: Ongoing throughout year such as at weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings and site council meetings.

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

Successes:

- attendance outreach and support
- programs to provide one on one student mentoring

- home visit program
- engagement activities provided by Student Council

Challenges:

- lack of mental health services
- not enough staff to provide academic mentoring

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

Increasing the home visit program and increased attendance outreach and support will foster the home school connection and increase student engagement. The addition of a school counselor will provide students with both mental health and academic support.

2023-24

Identified Need

- real world experiences to engage with curriculum
- counselor to provide academic and mental health support
- creation of a proactive system of attendance outreach and support for families
- further development and implementation of home visit program

Annual Measurable Outcomes

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	-0.5%
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	African American 50.6% Chronically Absent American Indian Asian 24% Chronically Absent Filipino Hispanic 46.2% Chronically Absent Two or More Races 56.8% Chronically Absent Pacific Islander White 46.5% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	87.88%	+1%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: 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 N/A English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged N/A Students with Disabilities N/A African American N/A	N/A

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	American Indian N/A Asian N/A Filipino N/A Hispanic N/A Two or More Races N/A Pacific Islander N/A White N/A	

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
2.11	Home Visits: Provide home school connection to families as well as support attendance, academic success, and social emotional support.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing Students with Disabilities, African American, Asian, Hispanic, White, Two or More Races	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	12,000	August 2024-June 2025
2.12	Additional Attendance Clerk Hours: Provide connection with families, triage attendance needs, and support student	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	8563 3884	August 2024-June 2025

	and family engagement. PC # 38986		Title I Part A Site Allocation 3000-3999: Employee Benefits		
2.13	Field Trips: Provide academic field trips and busses for each grade level to build knowledge around grade level curriculum, provide opportunities for students to experience real world experiences, and increase overall engagement with the curriculum.	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	3,600	August 2024-June 2025
2.14		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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 Insight Dashboard, LCAP student listening session, and staff and family climate surveys.
Frequency: Ongoing throughout year such as at weekly grade level meetings, bi-weekly leadership meetings, monthly staff meetings and site council meetings.

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

Successes:

- staff to monitor student safety on campus
- staff to facilitate recreational activities during recess

- staff to provide intervention both inside and outside of the classroom
- student leadership activities and events

Challenges:

- SEL curriculum not meeting the needs of students
- not enough materials to support PBIS systems
- Family events but not enough

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

Due to a need for increased school safety, the position of School Community Specialist was added to provide supervision and intervention. Additionally, staff underwent a process to pilot and choose appropriate SEL curriculum to meet the needs of students.

2023-24

Identified Need

- opportunities for family engagement events
- 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
- materials and supplies to support PBIS systems

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	1.3% suspended at least one day
	English Learners	0% suspended at least one day
	Foster Youth	
	Homeless	0% suspended at least one day
	Socioeconomically Disadvantaged	1.5% suspended at least one day
	Students with Disabilities	3.3% suspended at least one day
		-0.3%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	African American 1.1% suspended at least one day American Indian Asian 0% suspended at least one day Filipino Hispanic 1% suspended at least one day Two or More Races 2.5% suspended at least one day Pacific Islander White 2.2% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	68%	69%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	65.1%	66%
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).	0%	67%

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	Playground Recreational Aides: Increase safety by facilitating structured play and reduce incidences of negative behavior on the playground. PC 35007 PC 35992 PC 35993 PC 35991	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	31536 4554 3,933	August 2024-June 2025
3.2	Superior Sports: Provide organized sports opportunities to create positive experiences for students and a connection at school.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 5000-5999: Services And Other Operating Expenditures	54,000	August 2024-June 2025
3.3	School Community	All Students English Learners X Low-Income Students	Title I Part A Site Allocation	38831 27403	August 2024-June 2025

	Intervention Specialist: Provide intervention for students as well as support school-wide intervention systems. PC 37776	Foster Youth X Lowest Performing White	2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
3.4	SEL Curriculum: Provide social emotional learning for students struggling socially and behaviorally in order to create a safe and healthy learning environment.	All Students English Learners X Low-Income Students Foster Youth X Lowest Performing White	Other 4000-4999: Books And Supplies	4,000	August 2024-June 2025
3.5	Project Optimism: Promote academic success and self-confidence through 1:1 mentoring and small group coaching.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Other 5000-5999: Services And Other Operating Expenditures	7,500	August 2024-June 2025
3.6	Family Engagement:	X All Students English Learners Low-Income Students	Title I Part A Parent Involvement	4,200	August 2024-June 2025

	Support site-based student and family needs and on-campus math and literacy events to engage families around early learning.	Foster Youth Lowest Performing	4000-4999: Books And Supplies		
3.7	Student Leadership: Support student leadership opportunities across campus including student-led assemblies to promote academic success through student engagement.	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	9815	August 2024-June 2025
3.8	SEL Materials & Supplies: Provide necessary materials & supplies needed to support SEL learning in all grades ensuring students have access to the instructional environment .	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,500	August 2024-June 2025

3.9	Behaviorist (1.0 FTE): Provide behavior support during classroom instruction and professional learning to support teachers with Tier I interventions.	All Students English Learners Low-Income Students Foster Youth X Lowest Performing SWD	Equity Multiplier 2000-2999: Classified Personnel Salaries	170,487	August 2024-June 2025
3.10	Parent/Guardian Leadership Roles: Provide supplemental supplies and materials for events such as ELAC, Site Council, and Mugs & Muffins.	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1,000	August 2024-June 2025

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

SCHOOL GOAL #1:
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 primary language support to EL students.	August-June	BIA-Persian	2000-2999: Classified Personnel Salaries	LCFF Supplemental English Learner Central	
Provide systematic, explicit language development to English Learners.	August-June	ELD Teacher (2.0 FTE)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide instructional support to students in grades K-2 and combo classes.	August-June	Instructional Assistants (8.0 FTE)	2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	

SCHOOL GOAL #2:
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

SCHOOL GOAL #3:

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
Coordinate and provide school-wide system of interventions for at-risk students.	August-June	Social Worker (.5 FTE)	1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	
Provide active student supervision as well as student behavioral support and intervention.	August-June	School Community Specialist (7 hrs)	2000-2999: Classified Personnel Salaries		

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	\$362,950.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$985,190.00

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
Equity Multiplier	\$494,727.00
LCFF Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$58,080.00
Other	\$65,500.00
Title I Part A Parent Involvement	\$4,200.00
Title I Part A Site Allocation	\$358,750.00

Subtotal of state or local funds included for this school: \$985,190.00

Total of federal, state, and/or local funds for this school: \$985,190.00

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	58,080	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	358,750	0.00
Title I Part A Parent Involvement	4,200	0.00
Equity Multiplier	494,727	0.00

Expenditures by Funding Source

Funding Source	Amount
Equity Multiplier	494,727.00
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	58,080.00
Other	65,500.00
Title I Part A Parent Involvement	4,200.00
Title I Part A Site Allocation	358,750.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	131,200.00
2000-2999: Classified Personnel Salaries	555,463.00
3000-3999: Employee Benefits	72,765.00
4000-4999: Books And Supplies	160,662.00
5000-5999: Services And Other Operating Expenditures	65,100.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	Equity Multiplier	481,163.00
4000-4999: Books And Supplies	Equity Multiplier	13,564.00
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	31,536.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	4,554.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	21,990.00
4000-4999: Books And Supplies	Other	4,000.00
5000-5999: Services And Other Operating Expenditures	Other	61,500.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	4,200.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	131,200.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	38,831.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	68,211.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	116,908.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	3,600.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	598,384.00
Goal 2	28,047.00
Goal 3	358,759.00

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
Shemika Jones	Parent or Community Member
Ralf Bennett	Parent or Community Member
Jenna Cole	Parent or Community Member
Nicole Santillan	Parent or Community Member
Nicole Williams	Parent or Community Member
Emily Baker	Classroom Teacher
Anna Gaona Botello	Other School Staff
Jordyn Love Aguilar	Classroom Teacher
Taylor Marino	Classroom Teacher
Stephanie King	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

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 5/23/24.

Attested:

S. King
on file

Principal, Stephanie King on 5/23/24

SSC Chairperson, Nicole Santillan on 5/23/24

Budget By Expenditures

Whitney Avenue Elementary School

Funding Source: Equity Multiplier

\$494,727.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Instructional Assistant 1 (4.0 FTE): Provide small group instruction and intervention in grades 3-5.	2000-2999: Classified Personnel Salaries	\$197,436.00	Connected School Communities	
Instructional Assistant 2 (1.0 FTE): Provide targeted push in and pull out small group and individual instruction.	2000-2999: Classified Personnel Salaries	\$55,442.00	Connected School Communities	
Instructional Assistant 3 (1.0 FTE): Work in collaboration with the behaviorist to provide academic and behavioral support to students.	2000-2999: Classified Personnel Salaries	\$57,798.00	Connected School Communities	
	4000-4999: Books And Supplies	\$13,564.00	Connected School Communities	
Behaviorist (1.0 FTE): Provide behavior support during classroom instruction and professional learning to support teachers with Tier I interventions.	2000-2999: Classified Personnel Salaries	\$170,487.00	Engaging Academic Programs	
Equity Multiplier Total Expenditures:		\$494,727.00		
Equity Multiplier Allocation Balance:		\$0.00		

Funding Source: LCFF Rec Aide Allocation

\$3,933.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	

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LCFF Rec Aide Allocation Total Expenditures: \$3,933.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$58,080.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Family & Student Engagement: Provide opportunities for families and students to engage in math and literacy events on campus that supports early and developing math intervention; provide activities and supports to families for at home usage to support math literacy	4000-4999: Books And Supplies	\$540.00	Clear Pathways to Bright Futures	
Parent/Guardian Leadership Roles: Provide supplemental supplies and materials for events such as ELAC, Site Council, and Mugs & Muffins.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$4,554.00	Engaging Academic Programs	
Student Leadership: Support student leadership opportunities across campus including student-led assemblies to promote academic success through student engagement.	4000-4999: Books And Supplies	\$9,815.00	Engaging Academic Programs	
SEL Materials & Supplies: Provide necessary materials & supplies needed to support SEL learning in all grades ensuring students have access to the instructional environment .	4000-4999: Books And Supplies	\$1,500.00	Engaging Academic Programs	

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Playground Recreational Aides: Increase safety by facilitating structured play and reduce incidences of negative behavior on the playground. PC 35007 PC 35992 PC 35993 PC 35991	2000-2999: Classified Personnel Salaries	\$31,536.00	Engaging Academic Programs
UDL training, materials, and supplies: Make content comprehensible to emerging bilinguals.	4000-4999: Books And Supplies	\$2,588.00	Connected School Communities
	4000-4999: Books And Supplies	\$2,087.00	Connected School Communities
Technology Maintenance: Maintain and upgrade instructional technology as needed to allow for delivery of high quality instruction.	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities

LCFF Supplemental Site Allocation Total Expenditures: \$58,620.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Superior Sports: Provide organized sports opportunities to create positive experiences for students and a connection at school.	5000-5999: Services And Other Operating Expenditures	\$54,000.00	Engaging Academic Programs	
SEL Curriculum: Provide social emotional learning for students struggling socially and behaviorally in order to create a safe and healthy learning environment.	4000-4999: Books And Supplies	\$4,000.00	Engaging Academic Programs	

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Project Optimism: Promote academic success and self-confidence through 1:1 mentoring and small group coaching.	5000-5999: Services And Other Operating Expenditures	\$7,500.00	Engaging Academic Programs
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Other Total Expenditures: \$65,500.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement **\$4,200.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Family Engagement: Support site-based student and family needs and on-campus math and literacy events to engage families around early learning.	4000-4999: Books And Supplies	\$4,200.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$4,200.00

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

Funding Source: Title I Part A Site Allocation **\$358,750.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$27,403.00	Engaging Academic Programs	

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<p>Intervention: Provide opportunities for students to engage in programs to prepare and support future aspirations i.e. Builders Club, STEM Club. Provide activities to engage students above and beyond daily learning in their interests and talents beyond core through before, during, and after school intervention programs.</p>	2000-2999: Classified Personnel Salaries	\$20,000.00	Clear Pathways to Bright Futures
<p>Field Trips: Provide virtual academic field trips and busses for each grade level to attend at least one trip per year to build academic language and vocabulary around a specific grade level curriculum. Provide opportunities for students to experience real world experiences off campus (field trips) to support background knowledge, vocabulary (possible virtually as needed)</p>	5000-5999: Services And Other Operating Expenditures	\$25,500.00	Clear Pathways to Bright Futures
<p>Student Exploration: Provide exploration activities/assemblies in math, science, core subjects to foster many different opportunities for communication, collaboration, leadership that prepare them for the future of their choosing in academics (Mad Science Academy, Phil Tulga, etc.)</p>		\$25,000.00	Clear Pathways to Bright Futures
<p>School Community Intervention Specialist: Provide intervention for students as well as support school-wide intervention systems. PC 37776</p>	2000-2999: Classified Personnel Salaries	\$38,831.00	Engaging Academic Programs
<p>Supplemental Instructional Materials: Provide materials and supplies to support explicit language instruction and math concepts in all grades as well as provide differentiated and target small group instruction.</p>	4000-4999: Books And Supplies	\$29,426.00	Connected School Communities
<p>Technology: Provide equipment and programs to enhance instructional delivery as well as increase student engagement.</p>	4000-4999: Books And Supplies	\$32,866.00	Connected School Communities

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Home Visits: Provide home school connection to families as well as support attendance, academic success, and social emotional support.	1000-1999: Certificated Personnel Salaries	\$12,000.00	Healthy Environments for Socio-Emotional Health
Additional Attendance Clerk Hours: Provide connection with families, triage attendance needs, and support student and family engagement. PC # 38986	1000-1999: Certificated Personnel Salaries	\$8,563.00	Healthy Environments for Socio-Emotional Health
Field Trips: Provide academic field trips and busses for each grade level to build knowledge around grade level curriculum, provide opportunities for students to experience real world experiences, and increase overall engagement with the curriculum.	5000-5999: Services And Other Operating Expenditures	\$3,600.00	Healthy Environments for Socio-Emotional Health
	3000-3999: Employee Benefits	\$3,884.00	Healthy Environments for Socio-Emotional Health
Materials & Supplies: Provide supplemental materials and supplies to support intervention, differentiation, and engagement.	4000-4999: Books And Supplies	\$54,616.00	Connected School Communities
After School Tutoring: Provide site-based tutoring after school for identified students.	1000-1999: Certificated Personnel Salaries	\$32,867.00	Connected School Communities
Title 1 Teacher (1.0 FTE): Support instructional processes to increase student achievement, including formative and summative assessment, data analysis, goal-setting, small group instruction, and collaboration on lesson design and delivery. PC 29562	1000-1999: Certificated Personnel Salaries	\$77,770.00	Connected School Communities
	3000-3999: Employee Benefits	\$36,924.00	Connected School Communities

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Title I Part A Site Allocation Total Expenditures:	\$429,250.00
Title I Part A Site Allocation Allocation Balance:	\$0.00
Whitney Avenue Elementary School Total Expenditures:	\$1,056,230.00