




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 29, 2025	June 24,2025

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 2024/2025 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 2024/2025 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 2024/2025 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 2024/2025 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 2025, SJTA members shared their priorities for funding in a survey and further redefined their priorities in March of 2025 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 intervention teachers 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. It was also identified to have more supports for families in home language through the use of School Community Resource Assistants in Farsi/Dari and Spanish. 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
Total Enrollment				757	721	710

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
Grade3	126	114	107
Grade 4	125	120	113
Grade 5	123	116	117
Total Enrollment	757	721	710

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)			41	1.9%		7.85%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
710	84.4%	58.3%	0.3%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	414	58.3%
Foster Youth	2	0.3%
Homeless	28	3.9%
Socioeconomically Disadvantaged	599	84.4%
Students with Disabilities	80	11.3%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	85	12%
American Indian	1	0.1%
Asian	265	37.3%
Filipino	1	0.1%
Hispanic	162	22.8%
Two or More Races	20	2.8%
Pacific Islander	6	0.8%
White	170	23.9%

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.”



2024 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance English Language Arts

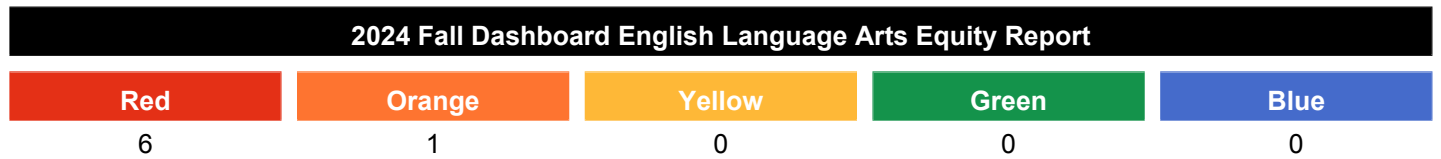
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>106.0 points below standard</div> <div>Maintained 1.3 points</div> <div>290 Students</div>	<div>English Learners</div> <div> Red</div> <div>107.2 points below standard</div> <div>Declined 8.7 points</div> <div>187 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>139.3 points below standard</div> <div>Maintained 2.6 points</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>107.1 points below standard</div> <div>Maintained 2.9 points</div> <div>259 Students</div>

Students with Disabilities  Red 189.8 points below standard Declined 28.1 points 40 Students	African American  Orange 133.1 points below standard Increased 4.8 points 42 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Red 105.8 points below standard Declined 13.1 points 110 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Red 91.8 points below standard Maintained 1.1 points 66 Students
Two or More Races  No Performance Color 69.5 points below standard Increased 32.9 points 11 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Red 112.5 points below standard Declined 9.1 points 56 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.

Our lowest performing student groups were English learners, Students with Disabilities, Socioeconomically Disadvantaged, Asian, Hispanic, and White.

English learners scored 107.2 points below standard which was a decrease of 8.7 points from the previous school year. Students with Disabilities 189.8 points below standard which was a decrease of 28.1 points from the previous school year.

Socioeconomically Disadvantaged students 107.1 points below standard which was maintained 2.9 points from the previous school year.

Asian students 105.8 points below standard which was a decrease of 13.1 points from the previous school year.

Hispanic students scored 91.8 points below standard which was maintained 1.1 points from the previous school year.

White students scored 112.5 points below standard which was a decrease of 9.1 points from the previous school year.

In comparison, All students scored 106 points below standard which was maintained 1.3 points from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Families and staff recognize curriculum or instruction gaps—possibly not aligned to standards or lacking rigor/support, Support systems may be inadequate, such as tutoring, scaffolds for diverse learners, or targeted interventions, lack of effective English language development (ELD) programming or progress monitoring, Possibly a disconnect between instructional practices and language acquisition goals.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Intervention Teacher, Targeted Tutoring, Eliminating Combo class using CSR, Professional development and training in Tier 1 instruction and differentiated instruction in the classroom, Data Analysis to guide instruction, Curriculum to support State Standards & Tier 1 instruction

School and Student Performance Data

Academic Performance Mathematics

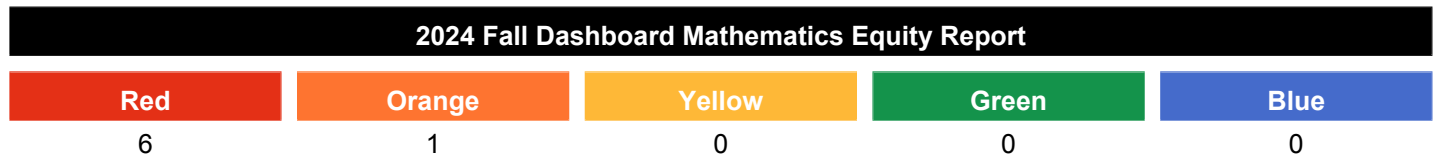
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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












This section provides number of student groups in each level.



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

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>121.6 points below standard</div> <div>Declined 5.5 points</div> <div>302 Students</div>	<div>English Learners</div> <div> Red</div> <div>118.1 points below standard</div> <div>Declined 6.5 points</div> <div>200 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>137.5 points below standard</div> <div>Increased 17.1 points</div> <div>13 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>122.3 points below standard</div> <div>Declined 6.2 points</div> <div>271 Students</div>

Students with Disabilities  Red 193.5 points below standard Declined 21.7 points 40 Students	African American  Red 154.2 points below standard Declined 22.6 points 41 Students	American Indian  No Performance Color Less than 11 Students 1 Student
Asian  Red 117.6 points below standard Declined 9.0 points 119 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Orange 118.2 points below standard Increased 3.6 points 66 Students
Two or More Races  No Performance Color 90.5 points below standard Increased 38.1 points 11 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Red 121.8 points below standard Declined 20.0 points 60 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.

Our lowest performing student groups were English learners, Students with Disabilities, Socioeconomically Disadvantaged, African American, Asian, and White.

English learners scored 118.1 points below standard which was a decrease of 6.5 points from the previous school year. Students with Disabilities 193.5 points below standard which was a decrease of 21.7 points from the previous school year.

Socioeconomically Disadvantaged students 122.3 points below standard which was a decrease of 6.2 points from the previous school year.

African American students 154.2 points below standard which was a decrease of 22.6 points from the previous school year.

Asian students scored 117.6 points below standard which was a decrease of 9 points from the previous school year.

White students scored 121.8 points below standard which was a decrease of 20 points from the previous school year.

In comparison, All students scored 121.6 points below standard which was a decrease of 5.5 points from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Families and staff recognize curriculum or instruction gaps—possibly not aligned to standards or lacking rigor/support, Support systems may be inadequate, such as tutoring, scaffolds for diverse learners, or targeted interventions, possibly a disconnect between instructional practices and language acquisition goals.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Intervention Teacher, Targeted Tutoring, Eliminating Combo class using CSR, Professional development and training in Tier 1 instruction and differentiated instruction in the classroom, Data Analysis to guide instruction, Curriculum to support State Standards & Tier 1 instruction

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Orange	 No Performance Color
51.1% making progress.	making progress.
Number Students: 278 Students	Number Students: 0 Students

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.

2024 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
8.6%	40.3%	0%	51.1%

Lowest Performing Group:

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

Our greatest growth 51% of students progressed at least one ELPI level and 40% maintained their ELPI level. Our area for improvement is our decreased ELPI level students

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Inadequate progress monitoring or ELD strategies, gaps in curriculum alignment, rigor, and intervention programs

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Intervention Teacher, Targeted Tutoring, Eliminating Combo class using CSR, Professional development and training in Tier 1 instruction and differentiated instruction in the classroom, Data Analysis to guide instruction, Curriculum to support State Standards & Tier 1 instruction

School and Student Performance Data

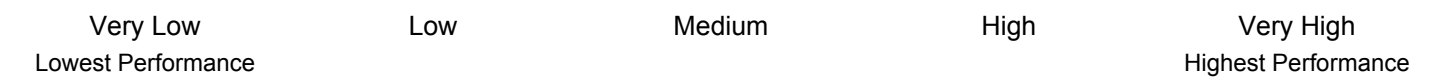
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>38.6% Chronically Absent</div> <div>Declined 0.7</div> <div>792 Students</div>	<div>English Learners</div> <div> Red</div> <div>29.1% Chronically Absent</div> <div>Maintained 0.3</div> <div>481 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>5 Students</div>	<div>Homeless</div> <div> Orange</div> <div>67.3% Chronically Absent</div> <div>Declined 3.8</div> <div>52 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>38% Chronically Absent</div> <div>Declined 2</div> <div>716 Students</div>

Students with Disabilities  Orange 53.3% Chronically Absent Declined 6.9 92 Students	African American  Orange 58.4% Chronically Absent Declined 6.2 89 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Orange 20.2% Chronically Absent Declined 2.8 292 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Red 58.7% Chronically Absent Increased 8.1 184 Students
Two or More Races  No Performance Color 34.4% Chronically Absent Declined 10.5 32 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	White  Orange 37.3% Chronically Absent Declined 2.8 185 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.

Our lowest performing student groups were English learners and Hispanic students.

29.1% English learners were chronically absent which maintained 0.3 points from the previous school year.

53.3% Students with Disabilities were chronically absent which was a increase of 6.9 points from the previous school year.

In comparison, 38.6% of All students were chronically absent which was a decrease of 0.7 points from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Lacking targeted academic and social emotional support, limited involvement or resources for families to support learning at home

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Full Time Social Worker, Full time Campus Rep, Field Trips, Family Engagement Opportunities

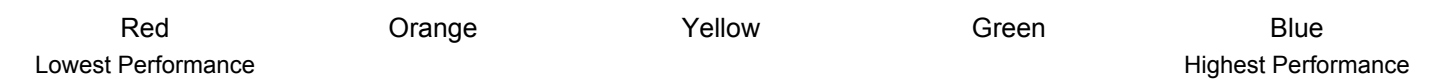
School and Student Performance Data

Academic Engagement Graduation Rate

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate Suspension Rate

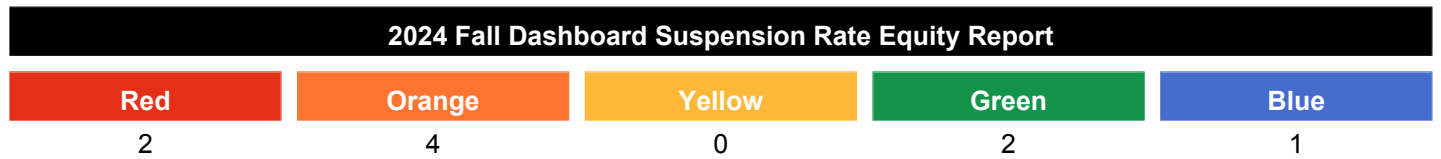
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Orange</div> <div>4.2% suspended at least one day</div> <div>Increased 1.1%</div> <div>859 Students</div>	<div>English Learners</div> <div> Orange</div> <div>2.9% suspended at least one day</div> <div>Increased 1.2%</div> <div>516 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>6 Students</div>	<div>Homeless</div> <div> Green</div> <div>1.8% suspended at least one day</div> <div>Declined 2.6%</div> <div>55 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Orange</div> <div>4.6% suspended at least one day</div> <div>Increased 1.4%</div> <div>769 Students</div>

Students with Disabilities  Orange 6.1% suspended at least one day Declined 3.2% 98 Students	African American  Red 12.1% suspended at least one day Increased 6.5% 99 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  Red 3.2% suspended at least one day Increased 2.3% 315 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student	Hispanic  Green 2.1% suspended at least one day Declined 1.9% 193 Students
Two or More Races  Blue 0% suspended at least one day Declined 12.1% 38 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 10 Students	White  Orange 4.5% suspended at least one day Increased 1.3% 202 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.

Our lowest performing student groups were African American and Asian.

12.1% of African American students were suspended at least one day which was an increase of 6.5% from the previous school year.

3.2% of Asian students were suspended at least one day which was a increase of 2.3% from the previous school year.

In comparison, 4.2 % of All students were suspended at least one day which was a increase of 1.1% from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Lacking targeted academic and social emotional support, limited involvement or resources for families to support learning at home

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Full Time Social Worker, Full time Campus Rep, Field Trips, Family Engagement Opportunities

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: 2024-25

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%/CORE Phonics Survey
-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 and developing more Tier 1 supports schoolwide

2025-26

Identified Need

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	106.0 points below standard	+3 scale score points
	English Learners	107.2 points below standard	
	Foster Youth		
	Homeless	139.3 points below standard	
	Socioeconomically Disadvantaged	107.1 points below standard	
	Students with Disabilities	189.8 points below standard	
	African American	133.1 points below standard	
	American Indian		
	Asian	105.8 points below standard	
	Filipino		
	Hispanic	91.8 points below standard	
	Two or More Races	69.5 points below standard	
	Pacific Islander		
	White	112.5 points below standard	
Math State Assessment: Change in scale score	All Students	121.6 points below standard	+3 scale score points
	English Learners	118.1 points below standard	
	Foster Youth		
	Homeless	137.5 points below standard	
	Socioeconomically Disadvantaged	122.3 points below standard	
	Students with Disabilities	193.5 points below standard	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	<div>African American</div> <div>154.2 points below standard</div> <div>American Indian</div> <div>Asian</div> <div>117.6 points below standard</div> <div>Filipino</div> <div>Hispanic</div> <div>118.2 points below standard</div> <div>Two or More Races</div> <div>90.5 points below standard</div> <div>Pacific Islander</div> <div>White</div> <div>121.8 points below standard</div>	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	51.1%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	7.85%	+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	All Students English Learners Low-Income Students Foster Youth X Lowest Performing White, African American	Other	155,171	25-26 School Year

	increase student achievement in all academic areas (LCRSET Grant) PC #				
1.2	Fund 1.0 Intervention Teacher to support improved instructional practices to improve student achievement in all academic areas X4 PC #36144 PC#36146 PC #39381 PC #40049	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	244,000 101,364	25-26 School Year
1.3	Provide professional learning opportunities for staff to aid in support of academic development in all core subjects	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing White, African American, Hispanic, Students with Disabilities	Equity Multiplier 5800: Professional/ Consulting Services And Operating Expenditures Other		25-26 School Year
1.4	Provide supplemental materials and supplies needed	X All Students English Learners Low-Income Students Foster Youth	Title I Part A Site Allocation	11,232	25-26 School Year

	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	Lowest Performing	4000-4999: Books And Supplies Equity Multiplier		
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 paper, markers, printers, ink , EL Achieve	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Equity Multiplier 4000-4999: Books And Supplies		25-26 School Year
1.6	Provide professional learning with substitute services for teachers to engage in peer observation,	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing White, African American, Hispanic, Students with Disabilities	Equity Multiplier 5800: Professional/ Consulting Services And Operating Expenditures		25-26 School Year

	professional development to analyze student assessment data and plan aligned instruction in core subjects				
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	Equity Multiplier 5000-5999: Services And Other Operating Expenditures		25-26 School Year
1.8	Hire and Fund 1.0 Certificated Teacher for class size reduction in grade 5 (1x) to support and improve academic achievement in core subjects	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing White, African American, Hispanic, Students with Disabilities	Equity Multiplier		25-26 School Year
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		25-26 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: 2024-25

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.

2025-26

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 2024-25	Expected Outcome 2025-26
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Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	38.6% Chronically Absent	-0.5%
	English Learners	29.1% Chronically Absent	
	Foster Youth		
	Homeless	67.3% Chronically Absent	
	Socioeconomically Disadvantaged	38% Chronically Absent	
	Students with Disabilities	53.3% Chronically Absent	
	African American	58.4% Chronically Absent	
	American Indian		
	Asian	20.2% Chronically Absent	
	Filipino		
	Hispanic	58.7% Chronically Absent	
	Two or More Races	34.4% Chronically Absent	
	Pacific Islander		
	White	37.3% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	89.9%		90.9%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A		NA
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	N/A		NA

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
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	NA

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 #40050	All Students X English Learners Low-Income Students Foster Youth X Lowest Performing AA, Homeless, SWD, Asian, HISP, White, TOM	Equity Multiplier		25-26 School Year
2.2	Fund 1.0 School Counselor to support academic	All Students X English Learners Low-Income Students	Title I Part A Site Allocation	107000 54215	25-26 School Year

	needs and the importance of regular school attendance. PC #31420	Foster Youth X Lowest Performing Hispanic	1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits		
2.3	Provide family engagement opportunities to increase the home school connection	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	6470	25-26 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 x2 (Farsi/Dari 1.0 & Spanish 1.0) PC # 37756 PC# TBD	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 3000-3999: Employee Benefits Equity Multiplier	36,170 27,025	25-26 School Year

			2000-2999: Classified Personnel Salaries		
2.5	Provide positive behavior support and engagement recognition programs to increase absenteeism and increase school-wide motivation that contains but limited to supplies, books, resources, and professional development	All Students English Learners Low-Income Students Foster Youth X Lowest Performing AA, Homeless, SWD	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	34461	25-26 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: 2024-25

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 Dashbaord 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.

2025-26

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 2024-25		Expected Outcome 2025-26
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	4.2% suspended at least one day	-0.3%
	English Learners	2.9% suspended at least one day	
	Foster Youth		
	Homeless	1.8% suspended at least one day	
	Socioeconomically Disadvantaged	4.6% suspended at least one day	
	Students with Disabilities	6.1% suspended at least one day	
	African American	12.1% suspended at least one day	
	American Indian		
	Asian	3.2% suspended at least one day	
	Filipino		
	Hispanic	2.1% suspended at least one day	
	Two or More Races	0% suspended at least one day	
	Pacific Islander		
	White	4.5% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	70.2%		+2%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	69.3%		+0.5%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles	90%		+0.5%

Metric/Indicator (e.g. School Site Council, ELAC, and PTO).	Baseline 2024-25	Expected Outcome 2025-26

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 Equity Multiplier 2000-2999: Classified Personnel Salaries	30,425 23,394	25-26 School Year
3.2	Fund and provide School Playground Recreational Aide to increase structured play	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Two or more races	LCFF Rec Aide Allocation 2000-2999: Classified	4,130	25-26 School Year

	and reduce incidents of negative behavior on the playground PC #TBD		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		25-26 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		25-26 School Year
3.5	Provide opportunities to increase parent voice and education through monthly meetings (Mugs and Muffins),	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation None Specified	6,000	25-26 School Year

	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		25-26 School Year
3.7	Provide and fund materials and supplies to support social emotional curriculum and needs as well as positive behavior incentives	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	15,000	25-26 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

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 explicit language development for English learners based on language proficiency level.	8/2025-06/2026	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	8/2025-06/2026	BIA - 6 FTE	2000-2999: Classified Personnel Salaries	Other	
Provide Intervention instruction by 1.0 FTE (HPPH)	8/2025-06/2026	Intervention Teacher	1000-1999: Certificated Personnel Salaries	Other	

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
Provide multi-tiered support for student engagement by 0.5 Counselor	8/2025-06/2026	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	8/2025-06/2026	MTSS Social Worker	1000-1999: Certificated Personnel Salaries	Other	

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
Provide student/family engagement opportunities through home visits, student/family education nights, small group lessons by 1.0 FTE SCS	8/2025-06/2026	School Community Specialist	2000-2999: Classified Personnel Salaries	Other	
Provide safety by additional School Playground Recreational Aides 0.38 FTE X 3	8/2025-06/2026	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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$856,057.00

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 (\$)
LCFF Rec Aide Allocation	\$4,130.00
LCFF Supplemental Site Allocation	\$109,280.00
Other	\$155,171.00
Title I Part A Parent Involvement	\$6,470.00
Title I Part A Site Allocation	\$581,006.00

Subtotal of state or local funds included for this school: \$856,057.00

Total of federal, state, and/or local funds for this school: \$856,057.00

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	109,280	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	581,006	0.00
Title I Part A Parent Involvement	6,470	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	109,280.00
Other	155,171.00
Title I Part A Parent Involvement	6,470.00
Title I Part A Site Allocation	581,006.00

Expenditures by Budget Reference

Budget Reference	Amount
	155,171.00
1000-1999: Certificated Personnel Salaries	351,000.00
2000-2999: Classified Personnel Salaries	70,725.00
3000-3999: Employee Benefits	205,998.00
4000-4999: Books And Supplies	67,163.00
None Specified	6,000.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	4,130.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	30,425.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	23,394.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	49,461.00
None Specified	LCFF Supplemental Site Allocation	6,000.00
	Other	155,171.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	6,470.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	351,000.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	36,170.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	182,604.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	11,232.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	511,767.00
Goal 2	265,341.00
Goal 3	78,949.00

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
Lindsey Jones	Classroom Teacher
Angela Javideyan	Classroom Teacher
LaWanna White Montgomery	Classroom Teacher
Cassandra Robles	Other School Staff
Rizzi Ann Vargas	Parent or Community Member
Sandie Mcgouran	Parent or Community Member
Sabina Ibragimova	Parent or Community Member
Haqema Basiry	Parent or Community Member
Balquis Esmat	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
	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 5/29/25.

Attested:

	Principal, Christina Allison on 5/29/25
	SSC Chairperson, Rizzi Ann Vargas on 5/29/25

Budget By Expenditures

Howe Avenue Elementary School

Funding Source: LCFF Rec Aide Allocation

\$4,130.00 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	\$4,130.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: \$4,130.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation

\$109,280.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide opportunities to increase parent voice and education through monthly meetings (Mugs and Muffins), education nights, and family engagement events on campus to strengthen the home school connection	None Specified	\$6,000.00	Engaging Academic Programs	
Provide and fund materials and supplies to support social emotional curriculum and needs as well as positive behavior incentives	4000-4999: Books And Supplies	\$15,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$23,394.00	Engaging Academic Programs	
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	\$30,425.00	Engaging Academic Programs	

Howe Avenue Elementary School

Provide positive behavior support and engagement recognition programs to increase absenteeism and increase school-wide motivation that contains but limited to supplies, books, resources, and professional development	4000-4999: Books And Supplies	\$34,461.00	Healthy Environments for Social-Emotional Growth
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LCFF Supplemental Site Allocation Total Expenditures: \$109,280.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

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	

Other Total Expenditures: \$210,171.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$6,470.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Howe Avenue Elementary School

Provide family engagement opportunities to increase the home school connection	4000-4999: Books And Supplies	\$6,470.00	Healthy Environments for Social-Emotional Growth
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Title I Part A Parent Involvement Total Expenditures:	\$6,470.00
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Title I Part A Parent Involvement Allocation Balance:	\$0.00
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Funding Source: Title I Part A Site Allocation

\$581,006.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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# TBD	2000-2999: Classified Personnel Salaries	\$36,170.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	\$54,215.00	Healthy Environments for Social-Emotional Growth	
	3000-3999: Employee Benefits	\$27,025.00	Healthy Environments for Social-Emotional Growth	
Fund 1.0 Intervention Teacher to support improved instructional practices to improve student achievement in all academic areas X4 PC #36144 PC#36146 PC #39381 PC #40049	1000-1999: Certificated Personnel Salaries	\$244,000.00	Connected School Communities	

Howe Avenue Elementary School

Provide supplemental 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	\$11,232.00	Connected School Communities
	3000-3999: Employee Benefits	\$101,364.00	Connected School Communities
Fund 1.0 School Counselor to support academic needs and the importance of regular school attendance. PC #31420	1000-1999: Certificated Personnel Salaries	\$107,000.00	Healthy Environments for Social-Emotional Growth

Title I Part A Site Allocation Total Expenditures:	\$581,006.00
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Title I Part A Site Allocation Allocation Balance:	\$0.00
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Howe Avenue Elementary School Total Expenditures:	\$911,057.00
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