EAST AVENUE
ELEMENTARY SCHOOL

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
East Avenue Elementary School	01611926000921	05/20/2025	08/27/2025

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

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

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

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

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

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Plan Description

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

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

> Schoolwide Program

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

East Avenue developed this plan in conjunction with HUSD's LCAP and Strategic Plans, which both center around the following 4 goals:
1. Deeper Learning -- HUSD will enhance students' depth of learning, with a particular focus on underserved populations, by enhancing staff competencies in culturally responsive teaching and student interaction. By fostering culturally responsive practices, we seek to optimize student engagement and promote inclusive learning environments.
2. Relationship-Centered Schools -- HUSD will work collaboratively with families, community partners, and staff to increase student access to the social emotional supports they need, particularly through positive relationships, trauma informed care, and a focus on equity.
3. Service Excellence -- HUSD will create a welcoming environment and positive experiences and outcomes for our diverse community by recruiting and retaining highly qualified staff and providing training and support on achieving service excellence.
4. Operational Sustainability -- HUSD will create and implement comprehensive facilities, safety, and technology plans that ensure equitable and sustainable upgrades.

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

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The East Avenue School Site Council will meet five times over the course of the 2024-25 school year. Representatives from different education partner groups such as ELAC, AASAI, PTA, and SBDM also gave input to the school site council over the course of the year.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable. This section is required for all schools eligible for ATSI and CSI.

One of the most critical resource inequities East Avenue Elementary seeks to address is the uneven access to academic interventions, behavioral supports, and social-emotional learning (SEL). Students from historically underserved populations—including low-income students, English learners, students with disabilities, and those experiencing

trauma—are disproportionately affected when these supports are limited, inconsistently implemented, or culturally disconnected. These inequities contribute directly to persistent gaps in academic achievement and chronic absenteeism, as students who do not receive adequate support are more likely to struggle with engagement and consistent attendance.

Under the Every Student Succeeds Act (ESSA), schools identified for support and improvement are required to examine and address resource inequities that contribute to disparities in achievement, attendance, engagement, and well-being.

East Avenue Elementary is committed to addressing this systemic challenge by ensuring that all students receive timely, targeted support through a Multi-Tiered System of Supports (MTSS) aligned with both federal requirements and the California Department of Education's guidance.

Comprehensive Needs Assessment Components

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

California School Dashboard (Dashboard) Indicators

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

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

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

The Asian student group indicator showed Red (very low category) for attendance rate which is two performance levels below the "all student" performance.

Other Needs

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

School and Student Performance Data

Student Enrollment

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

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%		0	
African American	15.07%	15.49%	14.52%	66	66	63
Asian	7.76%	7.75%	7.14%	34	33	31
Filipino	4.11%	5.4%	4.84%	18	23	21
Hispanic/Latino	51.37%	48.83%	51.38%	225	208	223
Pacific Islander	4.79%	3.76%	3.23%	21	16	14
White	9.82%	10.8%	9.22%	43	46	40
Two or More Races	7.08%	7.51%	8.29%	31	32	36
Not Reported	%	0.47%	1.38%		2	
			Total Enrollment	438	426	434

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	42	47	51
Grade 1	57	53	51
Grade 2	59	67	49
Grade3	65	66	59
Grade 4	68	69	63
Grade 5	63	67	73
Grade 6	84	57	67
Total Enrollment	438	426	434

Conclusions based on this data:

1. Our enrollment has slightly increased from 2022-23 school year of the 2023-24 school year However our entire district as a whole is experiencing declining enrollment due to the high cost of living in the Bay Area.

2. The Hespanic students, with two or races and the non reported populations grew by ~ 4.25% while our other significant populations decreased by ~ 4.24%.

School and Student Performance Data

English Learner (EL) Enrollment

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

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	83	80	95	18.9%	18.8%	21.9%
Fluent English Proficient (FEP)	47	49	45	10.7%	11.5%	10.4%
Reclassified Fluent English Proficient (RFEP)	26	28	22	5.9%	6.6%	5.1%

Conclusions based on this data:

1. The percentage of FEPs have decreased by approximately 1%.

2. The number of English Language Learners has increased by 3.1% which coincides with the growth in student population.

3. Reclassified Fluent English Proficient students decreased by ~ 1/5%.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students											
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63	61	60	60	59	58	59	59	58	95.2	96.7	96.7
Grade 4	59	63	61	55	62	60	55	62	60	93.2	98.4	98.4
Grade 5	62	62	73	57	57	69	57	57	69	91.9	91.9	94.5
Grade 6	80	57	62	78	56	62	78	56	62	97.5	98.2	100
All Grades	264	243	256	250	234	249	249	234	249	94.7	96.3	97.3

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

Overall Achievement for All Students														
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2391.	2374.	2382.	11.86	8.47	15.52	28.81	22.03	18.97	20.34	15.25	17.24	38.98	54.24	48.28
Grade 4	2464.	2432.	2437.	27.27	16.13	21.67	16.36	17.74	15.00	32.73	24.19	18.33	23.64	41.94	45.00
Grade 5	2483.	2466.	2440.	8.77	15.79	5.80	40.35	21.05	23.19	21.05	12.28	18.84	29.82	50.88	52.17
Grade 6	2499.	2487.	2480.	12.82	12.50	8.06	19.23	21.43	24.19	29.49	25.00	19.35	38.46	41.07	48.39
All Grades	N/A	N/A	N/A	14.86	13.25	12.45	25.70	20.51	20.48	26.10	19.23	18.47	33.33	47.01	48.59

Reading
Demonstrating understanding of literary and non-fictional texts

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	13.56	5.08	15.52	62.71	67.80	55.17	23.73	27.12	29.31
Grade 4	16.36	11.29	11.67	61.82	58.06	53.33	21.82	30.65	35.00
Grade 5	14.04	10.53	5.80	68.42	61.40	65.22	17.54	28.07	28.99
Grade 6	12.82	8.93	9.68	52.56	58.93	51.61	34.62	32.14	38.71
All Grades	14.06	8.97	10.44	60.64	61.54	56.63	25.30	29.49	32.93

Writing
Producing clear and purposeful writing

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	3.39	10.17	5.17	57.63	40.68	55.17	38.98	49.15	39.66
Grade 4	20.00	11.29	13.33	52.73	54.84	50.00	27.27	33.87	36.67
Grade 5	12.28	17.54	5.80	61.40	45.61	49.28	26.32	36.84	44.93
Grade 6	8.97	8.93	9.68	55.13	46.43	30.65	35.90	44.64	59.68
All Grades	10.84	11.97	8.43	56.63	47.01	46.18	32.53	41.03	45.38

Listening
Demonstrating effective communication skills

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	5.08	5.08	10.34	77.97	69.49	72.41	16.95	25.42	17.24
Grade 4	7.27	9.68	1.67	72.73	58.06	80.00	20.00	32.26	18.33
Grade 5	8.77	7.02	5.80	71.93	66.67	59.42	19.30	26.32	34.78
Grade 6	10.26	8.93	8.06	75.64	80.36	69.35	14.10	10.71	22.58
All Grades	8.03	7.69	6.43	74.70	68.38	69.88	17.27	23.93	23.69

Research/Inquiry
Investigating, analyzing, and presenting information

Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.17	10.17	8.62	62.71	52.54	63.79	27.12	37.29	27.59
Grade 4	14.55	6.45	13.33	76.36	74.19	61.67	9.09	19.35	25.00
Grade 5	10.53	12.28	5.80	63.16	59.65	62.32	26.32	28.07	31.88
Grade 6	10.26	12.50	6.45	71.79	64.29	77.42	17.95	23.21	16.13
All Grades	11.24	10.26	8.43	68.67	62.82	66.27	20.08	26.92	25.30

Conclusions based on this data:

1. There was a 1.% increase in the "Above Standard" CAASPP Reading overall results. However, the importance of targeted interventions such as "Ignite", literacy intervention, and instructional adjustments to address learning gaps and improve student outcomes in language arts/literacy are still necessary.

2. The third-grade cohort from the 2022–2023 school year, which initially performed 10.7% above the standard, has shown continued growth. In 2023–2024, their scores increased by an additional 3%. However, the overall average for students performing "Above Standard" declined by 2%.

3. Our state CAASPP scores in English Language Arts showed a minimal decline in overall student achievement.

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

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

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

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

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	63	61	60	60	59	59	57	59	59	95.2	96.7	98.3
Grade 4	59	63	61	55	63	61	55	63	61	93.2	100.0	100
Grade 5	62	62	73	56	58	70	56	58	70	90.3	93.5	95.9
Grade 6	80	58	62	78	57	61	78	57	61	97.5	98.3	98.4
All Grades	264	244	256	249	237	251	246	237	251	94.3	97.1	98

Overall Participation for All Students

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

Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2399.	2395.	2394.	12.28	8.47	13.56	19.30	23.73	13.56	24.56	23.73	32.20	43.86	44.07	40.68
Grade 4	2436.	2430.	2439.	5.45	9.52	11.48	23.64	17.46	26.23	32.73	23.81	21.31	38.18	49.21	40.98
Grade 5	2480.	2436.	2433.	19.64	5.17	11.43	10.71	15.52	7.14	25.00	20.69	14.29	44.64	58.62	67.14
Grade 6	2470.	2457.	2455.	6.41	1.75	3.28	14.10	17.54	16.39	26.92	26.32	27.87	52.56	54.39	52.46
Grade 11															
All Grades	N/A	N/A	N/A	10.57	6.33	9.96	16.67	18.57	15.54	27.24	23.63	23.51	45.53	51.48	51.00

Overall Achievement for All Students

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	14.04	11.86	11.86	43.86	50.85	47.46	42.11	37.29	40.68
Grade 4	14.55	11.11	13.11	34.55	46.03	42.62	50.91	42.86	44.26
Grade 5	10.71	5.17	14.29	41.07	41.38	22.86	48.21	53.45	62.86
Grade 6	6.41	1.75	3.28	44.87	43.86	49.18	48.72	54.39	47.54
Grade 11									
All Grades	10.98	7.59	10.76	41.46	45.57	39.84	47.56	46.84	49.40

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	17.54	13.56	15.25	42.11	50.85	44.07	40.35	35.59	40.68
Grade 4	9.09	11.11	11.48	58.18	36.51	52.46	32.73	52.38	36.07
Grade 5	19.64	8.62	4.29	51.79	44.83	42.86	28.57	46.55	52.86
Grade 6	10.26	5.26	3.28	38.46	59.65	40.98	51.28	35.09	55.74
All Grades	13.82	9.70	8.37	46.75	47.68	45.02	39.43	42.62	46.61

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	10.53	8.47	11.86	61.40	62.71	55.93	28.07	28.81	32.20
Grade 4	10.91	15.87	9.84	54.55	42.86	62.30	34.55	41.27	27.87
Grade 5	12.50	5.17	8.57	64.29	56.90	44.29	23.21	37.93	47.14
Grade 6	8.97	5.26	6.56	56.41	56.14	59.02	34.62	38.60	34.43
All Grades	10.57	8.86	9.16	58.94	54.43	54.98	30.49	36.71	35.86

Conclusions based on this data:

1. Our overall percentage of students who are meeting or exceeding the mathematics standard has remained steady at 25%.

2. Based on grade-level data, the overall achievement of third graders in 2022–2023 showed gains when they progressed to fourth grade in 2023–2024. These gains were evident in both the 'Meeting Standards' and 'Exceeding Standards' performance levels.

School and Student Performance Data

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

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

ELPAC Results

<table>
<tr><td colspan="13">ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Overall</td><td colspan="3">Oral Language</td><td colspan="3">Written Language</td><td colspan="3">Number of Students Tested</td></tr>
<tr><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td></tr>
<tr><td>K</td><td>1401.8</td><td>*</td><td>1406.3</td><td>1412.4</td><td>*</td><td>1415.0</td><td>1377.2</td><td>*</td><td>1385.7</td><td>14</td><td>9</td><td>21</td></tr>
<tr><td>1</td><td>*</td><td>1377.4</td><td>*</td><td>*</td><td>1384.5</td><td>*</td><td>*</td><td>1369.7</td><td>*</td><td>10</td><td>12</td><td>9</td></tr>
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<tr><td>3</td><td>1431.8</td><td>*</td><td>1465.9</td><td>1438.9</td><td>*</td><td>1472.2</td><td>1424.3</td><td>*</td><td>1458.8</td><td>16</td><td>9</td><td>11</td></tr>
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<tr><td>6</td><td>1522.8</td><td>1508.6</td><td>*</td><td>1521.3</td><td>1498.0</td><td>*</td><td>1524.1</td><td>1518.8</td><td>*</td><td>13</td><td>11</td><td>9</td></tr>
<tr><td>All Grades</td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td></td><td>85</td><td>78</td><td>87</td></tr>
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<table>
<tr><td colspan="13">Overall Language
Percentage of Students at Each Performance Level for All Students</td></tr>
<tr><td rowspan="2">Grade Level</td><td colspan="3">Level 4</td><td colspan="3">Level 3</td><td colspan="3">Level 2</td><td colspan="3">Level 1</td><td colspan="3">Total Number of Students</td></tr>
<tr><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td><td>21-22</td><td>22-23</td><td>23-24</td></tr>
<tr><td>K</td><td>14.29</td><td>*</td><td>23.81</td><td>35.71</td><td>*</td><td>23.81</td><td>28.57</td><td>*</td><td>28.57</td><td>21.43</td><td>*</td><td>23.81</td><td>14</td><td>*</td><td>21</td></tr>
<tr><td>1</td><td>*</td><td>0.00</td><td>*</td><td>*</td><td>0.00</td><td>*</td><td>*</td><td>54.55</td><td>*</td><td>*</td><td>45.45</td><td>*</td><td>*</td><td>11</td><td>*</td></tr>
<tr><td>2</td><td>8.33</td><td>0.00</td><td>0.00</td><td>16.67</td><td>46.67</td><td>27.27</td><td>66.67</td><td>20.00</td><td>27.27</td><td>8.33</td><td>33.33</td><td>45.45</td><td>12</td><td>15</td><td>11</td></tr>
<tr><td>3</td><td>0.00</td><td>*</td><td>0.00</td><td>6.25</td><td>*</td><td>36.36</td><td>56.25</td><td>*</td><td>45.45</td><td>37.50</td><td>*</td><td>18.18</td><td>16</td><td>*</td><td>11</td></tr>
<tr><td>4</td><td>18.18</td><td>0.00</td><td>0.00</td><td>36.36</td><td>46.15</td><td>36.36</td><td>27.27</td><td>23.08</td><td>36.36</td><td>18.18</td><td>30.77</td><td>27.27</td><td>11</td><td>13</td><td>11</td></tr>
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<tr><td>6</td><td>15.38</td><td>18.18</td><td>*</td><td>53.85</td><td>45.45</td><td>*</td><td>7.69</td><td>9.09</td><td>*</td><td>23.08</td><td>27.27</td><td>*</td><td>13</td><td>11</td><td>*</td></tr>
<tr><td>All Grades</td><td>9.41</td><td>5.19</td><td>10.34</td><td>28.24</td><td>33.77</td><td>29.89</td><td>38.82</td><td>33.77</td><td>29.89</td><td>23.53</td><td>27.27</td><td>29.89</td><td>85</td><td>77</td><td>87</td></tr>
</table>

Grade Level	Oral Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	21.43	*	19.05	35.71	*	28.57	21.43	*	23.81	21.43	*	28.57	14	*	21
1	*	0.00	*	*	27.27	*	*	36.36	*	*	36.36	*	*	11	*
2	8.33	6.67	0.00	58.33	46.67	45.45	25.00	20.00	9.09	8.33	26.67	45.45	12	15	11
3	0.00	*	18.18	37.50	*	54.55	31.25	*	9.09	31.25	*	18.18	16	*	11
4	27.27	23.08	27.27	45.45	46.15	45.45	18.18	0.00	0.00	9.09	30.77	27.27	11	13	11
5	*	*	46.67	*	*	20.00	*	*	0.00	*	*	33.33	*	*	15
6	38.46	27.27	*	38.46	36.36	*	15.38	18.18	*	7.69	18.18	*	13	11	*
All Grades	18.82	12.99	25.29	41.18	40.26	35.63	23.53	23.38	8.05	16.47	23.38	31.03	85	77	87

Grade Level	Written Language Percentage of Students at Each Performance Level for All Students														
	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	*	*	14.29	*	*	33.33	*	*	23.81	*	*	28.57	*	*	21
1	0.00	0.00	*	18.75	0.00	*	31.25	18.18	*	50.00	81.82	*	16	11	*
2	0.00	0.00	0.00	33.33	33.33	9.09	26.67	26.67	27.27	40.00	40.00	63.64	15	15	11
3	*	*	0.00	*	*	9.09	*	*	45.45	*	*	45.45	*	*	11
4	*	0.00	0.00	*	7.69	0.00	*	46.15	54.55	*	46.15	45.45	*	13	11
5	*	*	0.00	*	*	13.33	*	*	40.00	*	*	46.67	*	*	15
6	0.00	0.00	*	30.77	27.27	*	46.15	45.45	*	23.08	27.27	*	13	11	*
All Grades	3.53	2.60	3.45	20.00	12.99	13.79	40.00	37.66	35.63	36.47	46.75	47.13	85	77	87

Grade Level	Listening Domain Percentage of Students by Domain Performance Level for All Students											
	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.57	*	14.29	57.14	*	71.43	14.29	*	14.29	14	*	21
1	*	18.18	*	*	54.55	*	*	27.27	*	*	11	*
2	16.67	0.00	9.09	75.00	80.00	45.45	8.33	20.00	45.45	12	15	11
3	12.50	*	18.18	50.00	*	54.55	37.50	*	27.27	16	*	11
4	63.64	7.69	9.09	27.27	53.85	63.64	9.09	38.46	27.27	11	13	11
5	*	*	40.00	*	*	33.33	*	*	26.67	*	*	15
6	23.08	9.09	*	69.23	63.64	*	7.69	27.27	*	13	11	*
All Grades	24.71	10.39	19.54	60.00	63.64	54.02	15.29	25.97	26.44	85	77	87

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	14.29	*	33.33	64.29	*	42.86	21.43	*	23.81	14	*	21
1	*	0.00	*	*	54.55	*	*	45.45	*	*	11	*
2	0.00	20.00	9.09	83.33	53.33	45.45	16.67	26.67	45.45	12	15	11
3	12.50	*	27.27	56.25	*	54.55	31.25	*	18.18	16	*	11
4	18.18	38.46	54.55	72.73	30.77	18.18	9.09	30.77	27.27	11	13	11
5	*	*	60.00	*	*	6.67	*	*	33.33	*	*	15
6	53.85	63.64	*	38.46	18.18	*	7.69	18.18	*	13	11	*
All Grades	22.35	27.27	41.38	57.65	46.75	28.74	20.00	25.97	29.89	85	77	87

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	7.14	*	9.52	64.29	*	66.67	28.57	*	23.81	14	*	21
1	*	0.00	*	*	9.09	*	*	90.91	*	*	11	*
2	16.67	13.33	0.00	33.33	40.00	45.45	50.00	46.67	54.55	12	15	11
3	0.00	*	0.00	31.25	*	27.27	68.75	*	72.73	16	*	11
4	9.09	0.00	0.00	45.45	46.15	54.55	45.45	53.85	45.45	11	13	11
5	*	*	0.00	*	*	33.33	*	*	66.67	*	*	15
6	0.00	0.00	*	38.46	45.45	*	61.54	54.55	*	13	11	*
All Grades	5.88	6.49	3.45	44.71	33.77	41.38	49.41	59.74	55.17	85	77	87

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	28.57	*	38.10	35.71	*	19.05	35.71	*	42.86	14	*	21
1	*	0.00	*	*	36.36	*	*	63.64	*	*	11	*
2	8.33	13.33	9.09	50.00	46.67	27.27	41.67	40.00	63.64	12	15	11
3	0.00	*	0.00	68.75	*	72.73	31.25	*	27.27	16	*	11
4	18.18	0.00	0.00	63.64	61.54	63.64	18.18	38.46	36.36	11	13	11
5	*	*	0.00	*	*	53.33	*	*	46.67	*	*	15
6	15.38	18.18	*	76.92	54.55	*	7.69	27.27	*	13	11	*
All Grades	11.76	7.79	10.34	58.82	57.14	43.68	29.41	35.06	45.98	85	77	87

Conclusions based on this data:

1. In the "All Student" group, English Learners overall performance increased by 5%.

2. Test scores indicate that English learners are making progress at a rate exceeding the state average for English learners.

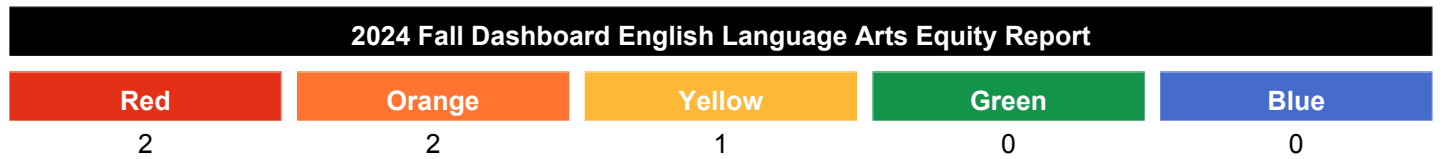# School and Student Performance Data

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**
434	**71.7%**	**21.9%**	**0.5%**
Total Number of Students enrolled in East Avenue Elementary School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	95	21.9%
Foster Youth	2	0.5%
Homeless	4	0.9%
Socioeconomically Disadvantaged	311	71.7%
Students with Disabilities	76	17.5%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	63	14.5%
American Indian	0	0.0%
Asian	31	7.1%
Filipino	21	4.8%
Hispanic	223	51.4%
Two or More Races	36	8.3%
Pacific Islander	14	3.2%
White	40	9.2%

Conclusions based on this data:

1. East Avenue's student population has continued to evolve in recent years. Our enrollment increased from 426 students in the 2022–2023 school year to 434 students in 2023–2024. Along with this growth, we also saw

increases in our English learner population, foster youth population, socioeconomically disadvantaged students, and students with disabilities.

2. Over 50% of our student population's race/ethnicity is Hispanic.

School and Student Performance Data
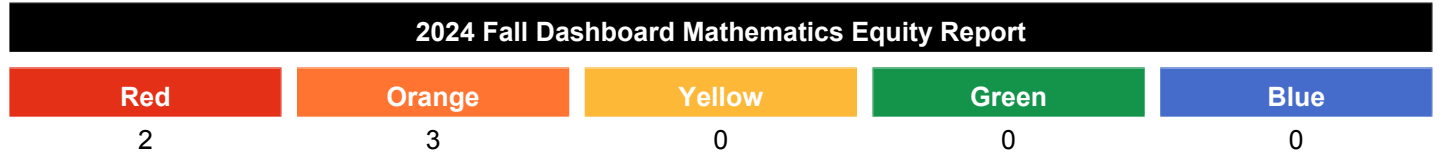
Overall Performance

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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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2024 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. The overall performance in English Language Arts and Mathematics has remained in the Orange/Low performance in year 2022-23 and again in 2023-24. The consistent overall score in Orange/Low performance needs significant attention.

2. Chronic absenteeism continues to be a concern. Despite a notable reduction in chronic absenteeism signifying a 9.5% decline, our current rate remains above the California state average. This underscores the ongoing need for

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

3. Scores for our English Learners have progressed from Orange/Low performance to Yellow/Medium performance.

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	2	1	0	0

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		
All Students	**English Learners**	**Long-Term English Learners**
Orange	Red	No Performance Color
47.3 points below standard	85.1 points below standard	Less than 11 Students
Declined 9.8 points	Declined 16.9 points	
244 Students	53 Students	2 Students
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	58.7 points below standard
		Declined 5.5 points
	3 Students	169 Students

Students with Disabilities	African American	American Indian
Red	Yellow	No Performance Color
89.3 points below standard	47.2 points below standard	0 Students
Declined 22.6 points	Increased 3.1 points	
50 Students	36 Students	

Asian	Filipino	Hispanic
No Performance Color	No Performance Color	Orange
25.7 points above standard	45.2 points below standard	66.9 points below standard
Increased 48.0 points	Declined 24.6 points	Declined 10.0 points
16 Students	12 Students	125 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	No Performance Color
48.2 points below standard	Less than 11 Students	23.0 points below standard
Declined 3.6 points		Declined 43.3 points
22 Students	8 Students	25 Students

Conclusions based on this data:

1. Of our two targeted student groups—African American and Hispanic students—the performance level of African American students improved from the low to the medium performance band, with a score increase of 3.1 points.

2. In the Fall 2023 assessment, no student groups were performing at the red (lowest) performance level. However, the 2024 results indicate a significant decline in performance among English Learners, whose scores dropped by 16.9 points, placing them in the red performance level. Similarly, students with disabilities experienced a 22.6-point decline and are now also performing in the red (lowest) performance level.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

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

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
65.2 points below standard	109.2 points below standard	Less than 11 Students
Declined 3.5 points	Declined 17.1 points	
244 Students	54 Students	2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Orange
0 Students	Less than 11 Students	78.8 points below standard
		Declined 3.0 points
	3 Students	169 Students

Students with Disabilities	**African American**	**American Indian**
Red	Orange	No Performance Color
99.1 points below standard	72.1 points below standard	0 Students
Declined 12.1 points	Declined 5.2 points	
50 Students	35 Students	

Asian	**Filipino**	**Hispanic**
No Performance Color	No Performance Color	Orange
6.5 points below standard	22.7 points below standard	86.4 points below standard
Increased 53.4 points	Increased 20.6 points	Declined 7.6 points
16 Students	12 Students	125 Students

Two or More Races	**Pacific Islander**	**White**
No Performance Color	No Performance Color	No Performance Color
72.1 points below standard	Less than 11 Students	23.5 points below standard
Increased 21.1 points		Declined 18.3 points
22 Students	8 Students	26 Students

Conclusions based on this data:

1. The fall 2024 math data for all students indicated a slight overall decline of 3.5 points.

2. All student groups with statistically significant representation experienced a decrease in scores, resulting in a higher percentage of students performing below standard. Currently, all significant student groups are performing within either the lowest or second-lowest performance levels.

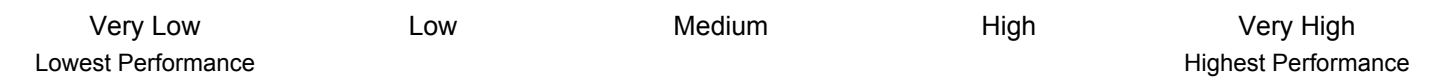# School and Student Performance Data

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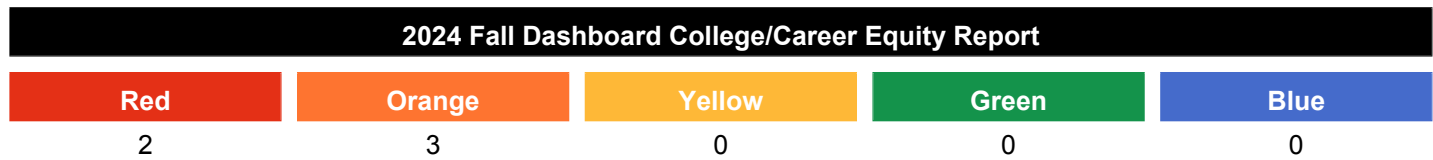
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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial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

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	**Long-Term English Learner Progress**
Yellow	No Performance Color
43.6% making progress.	making progress.
Number Students: 55 Students	Number Students: 1 Student

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**
10.9%	45.5%	0%	43.6%

Conclusions based on this data:

1. 43.6% of our English learners improved by one level on the English Learner Progress Indicator (ELPI), while only 10.9% decreased by one level.

2. The English Learner scores represent an overall positive trend in ELPI performance. As a result, our English learner group has moved into the yellow, or mid-range, performance category.

School and Student Performance Data

Academic Performance
College/Career Report

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard College/Career Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
2	3	0	0	0

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**

Conclusions based on this data:

1. N/A

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

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

All Students	English Learners	Long-Term English Learners
Yellow	Orange	No Performance Color
32.1% Chronically Absent	39.3% Chronically Absent	Fewer than 11 students - data not displayed for privacy
Declined 9.5	Declined 3.4	
464 Students	112 Students	2 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	No Performance Color	Yellow
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	35.2% Chronically Absent
		Declined 11.2
2 Students	5 Students	335 Students

Students with Disabilities	African American	American Indian
Orange	Orange	No Performance Color
34.5% Chronically Absent	33.8% Chronically Absent	0 Students
Declined 8.9	Declined 2.8	
87 Students	71 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Yellow
39.5% Chronically Absent	19% Chronically Absent	33.3% Chronically Absent
Increased 8	Declined 6	Declined 13.6
38 Students	21 Students	234 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
38.6% Chronically Absent	35.7% Chronically Absent	14.3% Chronically Absent
Declined 15.2	Declined 1.8	Declined 16.1
44 Students	14 Students	42 Students

Conclusions based on this data:

1. All student groups, except the Asian student group, experienced a decline in their chronic absenteeism rates, though the levels of decline varied by group.

2. Students in the socioeconomically disadvantagead group showed the largest decline in chronic absenteeism among all student groups, with a reduction of 11.2%.

3. Overall, the chronic absenteeism rate for all students declined by 9.5%. The current rate stands at 32.1% of students classified as chronically absent.

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.

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Graduation Rate Equity Report

Red	Orange	Yellow	Green	Blue

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

Conclusions based on this data:

1. N/A

School and Student Performance Data

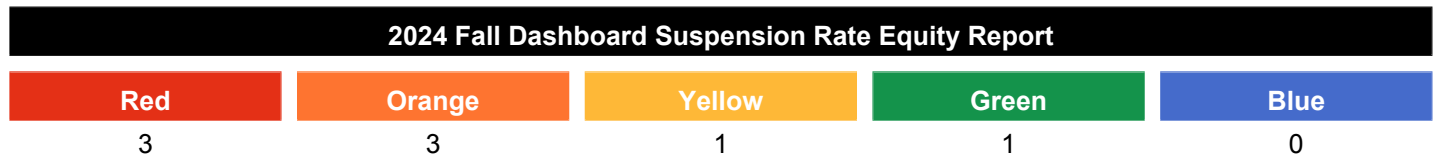## Conditions & Climate
Suspension Rate

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."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2024 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
3	3	1	1	0

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		
All Students	**English Learners**	**Long-Term English Learners**
Red	Orange	No Performance Color
4.5% suspended at least one day	3.4% suspended at least one day	Fewer than 11 students - data not displayed for privacy
Increased 2.6%	Increased 3.4%	2 Students
484 Students	118 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Red
Fewer than 11 students - data not displayed for privacy	Fewer than 11 students - data not displayed for privacy	4.9% suspended at least one day
3 Students	5 Students	Increased 3.3%
		346 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
4.5% suspended at least one day	9% suspended at least one day	0 Students
Maintained 0.2%	Increased 4.8%	
89 Students	78 Students	

Asian	Filipino	Hispanic
Green	No Performance Color	Orange
2.4% suspended at least one day	0% suspended at least one day	3.3% suspended at least one day
Declined 0.4%	Maintained 0%	Increased 2%
41 Students	21 Students	240 Students

Two or More Races	Pacific Islander	White
Yellow	No Performance Color	Red
2.2% suspended at least one day	0% suspended at least one day	11.1% suspended at least one day
Maintained 0.1%	Maintained 0%	Increased 9.1%
45 Students	14 Students	45 Students

Conclusions based on this data:

1. Suspension rates varied across different student subgroups, with most categories showing an increase.

2. The overall student suspension rate rose from 1.9% to 4.5%, placing this indicator in the red, or lowest performance level category.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

> **Deeper Learning -- Language and Literacy**
> Deeper Learning -- Language and Literacy: All students will receive literacy instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP ELA) and local assessments. East Avenue Students will increase performance on CAASPP ELA by 7.07 percentage points to an overall score of 40% meeting and exceeding standard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

> LEA Goal:
> - 21st Century Success in ELA: All students will master the Common Core Standards in English Language Arts or demonstrate growth towards mastery.
>
> State Priorities:
> - 2 - Implementation of State Standards
>
> LCAP Goal:
> - All students master the Common Core State Standards as demonstrated on the Smarter Balanced Assessment

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

What data did you use to form this goal (findings from data analysis)?
Results from the most recent CAASPP test were used to form this goal. School-wide 32.93 percent of 3rd through 6th graders met or exceeded the standard in Language Arts. With respect to subgroups, 3 percent of English Language Learners, 27 percent of socioeconomically disadvantaged students, and 33 percent of African American students and 25 percent of Latino/a met or exceeded standards.

Group data to be collected to measure gains:
Grade Level PLC teams will engage in Cycle of Inquiry work. Teams will analyze assessment results, plan lessons, and teach. Grade level teams will reassess students to determine whether we are improving outcomes for students.

Strategy:

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

Anticipated annual growth for each group:
Based on 2023-24 CAASPP results, 32.93 percent of students reached proficiency in Language Arts. Consequently, 67 percent of students did not meet the standard. Therefore, we are planning for7 percent growth in Language Arts so that roughly 40 percent of students are reaching standard.

Means of evaluating progress toward this goal:
- Results from benchmark tests
- Universal Screener data
- District Writing Tasks
- Lexia CORE 5 results

How does this goal align to your Local Educational Agency Plan goals?:
This goal is included in the LEA plan.

What did the analysis of the data reveal that led you to this goal?
The data revealed that growth in Language Arts in the last two years has decreased at East Avenue.

Which stakeholders were involved in analyzing data and developing this goal?
The following stakeholders were involved in analyzing data and developing the goal
- Instructional Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
`CAASPP ELA	33.76% Met or Exceeded	45% Met or Exceeded

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Early Literacy Reading Intervention	Students Needing Reading Support	0 District Funded

	Task: Based on Reading Language Arts assessment data, primary students will be identified and given Tier II reading intervention. Measures: Students will be identified using the Universal Literacy Screener and BPST. Staff teaching intervention will be using curriculum proven to be effective for below grade level primary readers. Staff Assigned: Reading Intervention Staff, Administration, English Learner Specialist, Classroom Teachers, and members of the COST Team.		2000-2999: Classified Personnel Salaries General Education Paraeducator
1.2	Intermediate Reading Intervention Task: Based on Reading Language Arts assessment data, intermediate students will be identified and given Tier II reading intervention. Measures: Students will be identified using the Universal Literacy Screener. Staff teaching intervention will be using curriculum proven to be effective for below grade level primary readers including licencing for educational online resources and support data in language arts and mathematics . Staff Assigned: Reading Intervention Staff, Administration, English Learner Specialist, Classroom Teachers, and members of the COST Team.	Students Needing Reading Support	3000 LCFF
1.3	Hayward Promise Neighborhood resources Tandem utilizes its flagship book rotation program, StoryCycles for TK and Kinder, to provide classrooms with take-home libraries. Raising a Reader promotes Early Literacy in K-1st Grades. Staff Assigned: Teachers and administration	All Students	0 Other
1.4	Library Media Technician Task: Students in grades Transitional Kindergarten through 6th grade will have access to the East Avenue Library once per week to increase the amount of time students spend focused on text. This funding supplements the 0.2 FTE provided by HUSD. East Avenue will fund 0.3 FTE. Measures: Access to the library will be measured using the library schedule and Accelerated Reader participation. Staff Assigned: Library Media Technician	All Students	28,493.00 Title I: Schoolwide Program 2000-2999: Classified Personnel Salaries 500 LCFF

1.5	Tier II Supplemental Support in Literacy	Any Students needing Tier II Supplemental Supports in Literacy	0 District Funded
	Task: East Avenue will be using SIPPS and Sown to Grow to develop comprehensive continuum of support aligned with CA MTSS framework		
	Measures: The Universal screener will be used to collect data to prioritize students		
	Staff Assigned: Afterschool staff which includes, administration, classroom teachers and classified staff.		
1.6	Sub release for one on one assessment support.		

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

Analysis

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

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

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

One of our challenges is attendance, which is addressed in Goal 7. A second challenge in implementing our plan is staffing the postion with someone wiling to work extra hours to do intervention

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

Next year, we look forward to the continued support from the Hayward Promise Neighborhoos (HPN) funded resources. Tandem utilizes its flagship book rotation program, StoryCycles for TK and Kinder, to provide classrooms with take-home libraries. Raising a Reader promotes Early Literacy in K-1st Grades.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

Deeper Learning -- Mathematics
Deeper Learning -- Mathematics: All students will receive mathematics instruction that is tailored to their needs, through an equity lens, as measured on State (CAASPP Math) and local assessments. East Avenue students will increase performance on CAASPP Math by 8 percentage points to 34% of students meeting and exceeding standard.

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

State Priorities:
- 2 - Implementation of State Standards

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

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

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

Results from the most recent CAASPP test were used to form this goal. School-wide 25 percent of 3rd-6th graders met or exceeded standards in Mathematics. With respect to subgroups, 25 percent African American, 20 percent of socio-economically disadvantaged students, Hispanic or Latino 18 percent and 13 percent of students with disabilities met or exceeded standard.

Group data to be collected to measure gains:

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

Groups participating in this goal (e.g., students, parents, teachers, administrators):
While all students are expected to reach proficiency or show growth towards proficiency in Mathematics, our efforts will be focused on improving outcomes for our English Language Learners, socio-economically disadvantaged students, African American students and students with disabilities.

Anticipated annual growth for each group:
Based on 2023-24 CAASPP results, 25 percent of students reached proficiency in Mathematics. Consequently, 74.51 percent of students did not meet the standard. Therefore, we are planning for 7 percent growth Mathematics so that roughly 32 percent of students are reaching standard.

Means of evaluating progress toward this goal:
- Results from benchmark tests
- District formative assessments

How does this goal align to your Local Educational Agency Plan goals?:
This goal is included in the LEA plan.

What did the analysis of the data reveal that led you to this goal?
Overall, growth in Mathematics since the inception of CAASPP has been slow. East Avenue's overall score has remained stagnant.

Which stakeholders were involved in analyzing data and developing this goal?
The following stakeholders were involved in analyzing data and developing the goal:
- Instructional Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Math Intervention/Teacher Professional Development Task: Based on assessment data, students will be identified, given Tier I & Tier II Math intervention	All students	1500 LCFF

	and teacher attend math Profession Development conferences focused on math intervention and best practices Measures: Staff teaching intervention will be using a curriculum based on Common Core State Standards. Staff Assigned: Administration, English Learner Specialist, Classroom Teachers, and members of the COST Team.		
2.2	Instructional Leadership Team and Grade Level Collaboration Task: Teachers will work collaboratively to develop curriculum and assessments in Mathematics based on the Common Core State Standards. Allow teacher release time to plan. Teams will analyze student data, plan rigorous lessons, teach, assess students and attend Profession Development conferences focused on math intervention/best practices. Measures: Student performance data in addition to agendas minutes and plans from grade level team meetings will serve as evidence of this strategy. Staff Assigned: Teachers and administration	All students	1500 LCFF

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

Analysis

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

Looking back at the 2024-25 school year, the data has remained relatively stable showing there is a definite opportunity for growth. Providing teachers with access to professional development opportunities and release time for collaborative planning is essential for enhancing their instructional effeactiveness and fostering student success in math.

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

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

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

No changes made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

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

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

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

LEA Goal:
- An increasing number of English learners will make annual progress towards demonstrating proficiency in English and mastering the Common Core Standards or demonstrate growth towards mastery.

State Priorities:
- 2 - Implementation of State Standards

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

Identified Need

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

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

The data indicates that East Avenue is below the state average in English learners reaching Performance Level 4 on the Summative ELPAC. Our data shows 39.7% of students making progress towards English language proficiency, which is a 3.5% decrease from last year. The 2023-24 data shows 39% of English Learner students maintained their ELPI level of 1, 2L, 2H, 3L or 3H. This is 10% higher than the 2022-23 test results.

Group data to be collected to measure gains:
Grade-level PLC teams will engage in a continuous cycle of inquiry, collaboratively analyzing assessment data, planning and delivering instruction, and then reassessing student performance. This ongoing process will help to monitor progress and ensure improved outcomes for all students.

Groups participating in this goal (e.g., students, parents, teachers, administrators):
The focus students are English Language Learners.

Anticipated annual growth for each group:
We expect 45% of English Learners to improve by one ELPI level or reach the "well developed" level.

Means of evaluating progress toward this goal:
- ELPAC Scores
- ADEPT Scores
- ELD Progress Reports
- ELA Benchmark Data

How does this goal align to your Local Educational Agency Plan goals?:
The LEA plan has the same goal in this subject area.

What did the analysis of the data reveal that led you to this goal?
The data indicate that not all ELL students are making satisfactory progress.

Which stakeholders were involved in analyzing data and developing this goal?
The following stakeholders were involved in analyzing data and developing the goal
- Instructional Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team

Annual Measurable Outcomes

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

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC and ELPI Levels	39% improved one ELPI level	45% of English Learners will improve one ELPI level

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	ELL Specialist Task: The 0.5 FTE ELL Specialist will work with staff to create optimal student groupings for designated ELD instruction. The ELL specialist will	English Language Learners	300 LCFF

	also lead professional development for staff in best practices for English Language Learners. Measures: Language development student rosters and student performance data Staff Assigned: ELL Specialist, teachers, and administration		
3.2	Instructional Leadership Team and Grade Level Collaboration Task: Teachers will work collaboratively to develop curriculum and assessments based on the Common Core State Standards and book giveaways as an incintive to encourage reading. The ELL specialist will work with teams to analyze student data, plan rigorous lessons, teach, and assess students. Measures: Student performance data in addition to agendas minutes and plans from grade level team meetings will serve as evidence of this strategy. Staff Assigned: Teachers and administration and the ELL specialist	English Language Learners	200 LCFF
3.3	Release Time for Teachers Task: East Avenue staff will receive time for planning related to instruction and monitoring of English Learners. Staff will analyze student performance data, plan lessons, and conduct peer observations. Collaboration time for teachers. Release time for district assessments. Measures: The effectiveness of substitute release time will be based on English Learner student performance data and teacher feedback. Staff Assigned: ELL Specialist, classroom teachers and administrator	English Language Learners	3000 LCFF

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

Analysis

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

To support improvement in ELPI scores, the EL Specialist will collaborate with staff to establish optimal student groupings for designated ELD instruction. In addition, the EL Specialist will provide professional development to support teachers in delivering effective instruction. Teachers will work collaboratively using District assessments aligned to Common Core State Standards. Incentives will be used to motivate student participation and progress, and peer observations will be conducted to inform and strengthen instructional practices.

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

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

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

Teachers will work with our EL Specialist to monitor progress for EL students and we will continue to fund teacher release time to focus on our EL students in during the 2025-2026 school year.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Student participation in Visual and Performing Arts

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

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

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.1	VAPA Participation Task: East Avenue is dedicated to promoting arts integration in our curriculum. To achieve this goal, we will host performances, showcase student work, and provide teachers with professional development in arts integration strategies. Measures: Participation will be measured by the number of performances and events held. Student work will also be an indicator of participation. Staff Assigned: Administration, Art/Literacy Teacher, Music Teacher and classroom Teachers.	All Students	1500 LCFF

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

Analysis

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

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

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

One of the key challenges this year will be providing extracurricular performing arts opportunities without the support of full-time staff in the areas of visual arts/literature, and music.

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

We will need to explore creative scheduling, community partnerships, and alternative staffing models to expand out students' enriching arts experiences.

Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

State Priorities:
- 6 - School Climate

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

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

What data did you use to form this goal (findings from data analysis)?
Data from the California Healthy Kids Survey (CHKS) and suspension rates were used to assess school climate and learning environment

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

Strategy:

Groups participating in this goal (e.g., students, parents, teachers, administrators):
All East Avenue students will be the focus in creating a safe an inclusive school environment

Anticipated annual growth for each group:
We expect to decrease the number of students suspended by 2% from 2025-2026 levels. We also aim to increase the percent of students feeling safe at school by 10%.

Means of evaluating progress toward this goal:
We will collect suspension data using Infinite Campus and review survey data. Students in 5th grade will complete the CHKS survey.

How does this goal align to your Local Educational Agency Plan goals?:
The goal is included in the LEA plan.

What did the analysis of the data reveal that led you to this goal?
The data revealed that our rate of suspesion 1% increase in the number of students suspended.

Which stakeholders were involved in analyzing data and developing this goal?
The following stakeholders were involved in analyzing data and developing the goal
- Instructional Leadership Team
- School Site Council
- English Learner Advisory Committee
- Site Based Decision Making Team
- AASAI

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

Annual Measurable Outcomes

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

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

Strategies/Activities

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
5.1	SEL Professional Development and Resources Task: East Avenue teachers and staff will be giveb additional resources and professional development in Social-Emotional Learning practices and	All Students	5000 Title I 2034

			Title I
	Restorative Justice.practices. All staff will participate in International SELday. Community partnerships with a school climate focus. Measures: Participation will be mesasured by training agendas and notes. Task; Climate and Culture Supports: To strengthen our campus climate and build meaningful student relationships, we will implement a series of structured activities during lunch and outside of regular school hours. These include: Lunch-time Engagement Activities: Scheduled rotating activities during lunch to promote student interaction, inclusion, and a positive peer culture. These may include music, games, club fairs, and interest-based meet-ups. Before and After School Relationship-Building Programs: Staff-led small group circles, mentorship programs, and enrichment clubs designed to foster trust, belonging, and early intervention with students needing connection. Staff Stipends for Extended Hours: Allocating extra-duty hours to compensate staff who participate in or facilitate before/after school and lunch-time and SEL activities. This ensures sustainable support while recognizing staff commitment to climate-building efforts. These strategies aim to proactively reduce behavioral incidents, increase student engagement, and promote a safe and welcoming school environment. Measures: Participation will be mesasured by lowered suspension and behavior referral numbers. Staff Assigned: Administration, classroom teachers, classified staff and community volunteers		
5.2	Tier II Supplemental Support in Literacy Task: East Avenue will be using SIPPS and Sown to Grow to develop comprehensive continuum of support aligned with CA MTSS framework Measures: Literacy screener will be used to collect data to prioritize students Staff Assigned: Afterschool staff which includes, administration, classroom teachers and classified staff.	Any Students needing Tier II Supplemental Supports in Literacy	0.00 District Funded

Annual Review

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

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

Suspension rates varied across different student subgroups, with most categories showing an increase. The overall student suspension rate rose from 1.9% to 4.5%, placing this indicator in the red, or lowest performance level category. The data reveal that East Avenue experienced an increase in student suspensions. In response, teachers and staff will receive professional development focused on proactive strategies to prevent suspendable behaviors and effectively address student conduct in ways that reduce the need for suspension

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

Addressing each incident on a case-by-case basis and ensuring follow-up through restorative conversations and community circles will be a significant challenge, particularly given the 50% reduction in the assistant principal positions for the 2025–26 school year.

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

No changes made to this goal.

Goals, Strategies, & Proposed Expenditures

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

Goal 6

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

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

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
6.1	Parent Participation Task: East Avenue will provide additional options and opportunities for parents and students to participate in school activities by offering more flexible timing, financial support for fingerprinting to aid with parent volumteerism, translation for parents during schoolwide events, more emphasis on parent-requested topics of discussion, emphasis on Afrincan American family interests and attendance and participate in parent information conferences. Measures: Parent participation will be measured by the number of engagement opportunities provided and the attendance for events. Events	All Students	500.00 Title 1: Parent Allocation 1000.00 LCFF 500 Title I MAA funding for parent Volunterrs

may include Resource Fairs, Coffee with the Principal, AASIA, ELAC and meetings for parent advocacy groups. Staff Assigned: Administration, Family Engagement Specialist, and classroom teachers.		

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

Analysis

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

Increased attendance at parent workshops and events in 2025-26 and an increase in parent volunteers for school events and field trips.

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

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

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

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

Goals, Strategies, & Proposed Expenditures

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

Goal 7

Title and Description of School Goal
Broad statement that describes the desired result to which all strategies/activities are directed.

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

LCAP Goal to which this School Goal is Aligned
LCAP goal to which this school goal is aligned.

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

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

Too many students are classified as chronically absent.

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

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

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

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
7.1	Chronically Absent Students Task: East Avenue staff will collaborate with the district's Child Welfare and Attendance division to reduce families' barriers to attendance, including schoolwide incentives, early intervention and COST services. Rewards for improved attendance. Measures: Increased daily attendance and a reduced number of students classified as chronically absent will be an indicator of improvement. Staff Assigned: Administration, Attendance Clerk, CWA Outreach Worker, and COST Coordinator.	Chronically Absent Students	165 Title I None Specified 335 LCFF

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

Analysis

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

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

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

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

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

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

Budget Summary

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

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$49,527.00
Total Federal Funds Provided to the School from the LEA for CSI	$0

Other Federal, State, and Local Funds

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

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

Federal Programs	Allocation ($)
Title I	$7,699.00

Subtotal of additional federal funds included for this school: $7,699.00

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

State or Local Programs	Allocation ($)
District Funded	$0.00
LCFF	$12,835.00
Other	$0.00
Title 1: Parent Allocation	$500.00
Title I: Schoolwide Program	$28,493.00

Subtotal of state or local funds included for this school: $41,828.00

Total of federal, state, and/or local funds for this school: $49,527.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF	28905	16,070.00
Title I	47987	40,288.00

Expenditures by Funding Source

Funding Source	Amount
District Funded	0.00
LCFF	12,835.00
Other	0.00
Title 1: Parent Allocation	500.00
Title I	7,699.00
Title I: Schoolwide Program	28,493.00

Expenditures by Budget Reference

Budget Reference	Amount
	11,835.00
2000-2999: Classified Personnel Salaries	28,493.00
None Specified	165.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	District Funded	0.00
2000-2999: Classified Personnel Salaries	District Funded	0.00
	LCFF	12,835.00
	Other	0.00
	Title 1: Parent Allocation	500.00

	Title I	7,534.00
None Specified	Title I	165.00
2000-2999: Classified Personnel Salaries	Title I: Schoolwide Program	28,493.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	31,993.00
Goal 2	3,000.00
Goal 3	3,500.00
Goal 4	1,500.00
Goal 5	7,034.00
Goal 6	2,000.00
Goal 7	500.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

0 Secondary Students

Name of Members	Role
Angela Scarson	Classroom Teacher
Neha Maharaj	Classroom Teacher
Richard Pugh	Parent or Community Member
Ciara Eashman	Parent or Community Member
Janel Prasad	Parent or Community Member
Danae Griffin	Other School Staff
Crystal Chew	Classroom Teacher
Shalon Cortez	Parent or Community Member
Angela Bates	Classroom Teacher
Deirdre Taylor	Principal
Karina Gonzalez Robles	Parent or Community Member
Juaniesha Dawkins	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
[signature]	Other: Attended ELAC, AASAI, Coffee w/the Princiapl, Staff meetings, and SSC meetings to receive input for the 2025-26 SPSA

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

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

This SPSA was adopted by the SSC at a public meeting on 05/20/2025.

Attested:

[signature]	Principal, Catherine Diaz-Centeno on 08/08/2025
[signature]	SSC Chairperson, Crystal Chew on 05/20/25
[signature]	ELAC Representative, Karina Gonzalez Robles on 5/20/25