



## School Plan for Student Achievement (SPSA)

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity 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 LEA that are being realized under the state's Local Control Funding Formula (LCFF).

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.

<b>School Name</b>	East Avenue Middle School
<b>Address</b>	3951 East Avenue Livermore, CA 94550
<b>County-District-School (CDS) Code</b>	01-61200-60012452
<b>Principal</b>	Helen Gladden
<b>District Name</b>	Livermore Valley Joint Unified School District
<b>SPSA Revision Date</b>	10/26/2023
<b>Schoolsite Council (SSC) Approval Date</b>	10/18/2023

**Local Board Approval Date**

11/14/2023

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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# School Vision and Mission

## Mission:

As a Livermore Valley Joint Unified School District (LVJUSD) school, East Avenue Middle School's mission is to provide equitable, well-rounded, standards-based instruction in a safe and supportive learning environment that supports the intellectual, physical, social, and emotional growth of all students. Data drawn from formative and summative assessments inform our teaching strategies, and the faculty actively collaborate on a consistent basis to increase student achievement.

## Vision:

East Avenue Middle School provides a safe, inspiring, and up-to-date learning environment in which students, staff, parents, and community members provide support to all students in developing the skills, attitudes, and motivation to succeed in school and beyond. Students strive to promote from East Avenue as academically and socially responsible youth who value critical thinking, creativity, integrity, diversity, and service to others.

# School Profile

East Avenue has a 2023-2024 enrollment of approximately 560 students. There is great diversity among the student body: 42% of students are Hispanic or Latino, 39% White, 9% Asian, and 2% African-American. 9% of our students identify as two or more races, 12% are English Learners (EL), 18% are students with disabilities (SWD), and 32% are socioeconomically disadvantaged (SED). Students at East Avenue have a variety of home languages, including but not limited to English, Spanish, Russian, Farsi, Japanese, Punjabi, and Pashto.

East Avenue operates on a 6-period schedule. To accommodate students who wish to take electives that do not fit into their 6-period day, we offer zero period classes in physical education, thus allowing for a 7-period school day.

Built in 1958, East Avenue recently completed the final phase of an intensive update to campus facilities. Thanks to the generosity of Livermore families, whose support of Bond Measure J made the work possible, the campus boasts a brand new two-story classroom building and a new quad, both completed within the last two years. A thorough updating and modernization of the A and B buildings (administration and classroom spaces) was also completed in the spring of 2022. The physical revitalization of the campus, paired with the deep diversity of the student body and the committed engagement of our community partners, make this an exciting time at East Avenue. Support from our District has also allowed for each student to have an assigned chromebook to use all year. Facilities include a well-equipped Science, Technology, Engineering, and Mathematics (STEM) facility; an exceptional library; and very clean grounds. Our electronic marquee keeps the community informed of what is happening "On the Avenue."

East Avenue curriculum includes Core (English Language Arts and Social Science), science, math, and physical education classes. Honors Core and accelerated versions of math are offered. Our electives include classes in STEM, Spanish, vocal and instrumental music, art (including digital photography, computer animation, and digital journalism), strength and conditioning, academic support classes, and leadership. Several classes are also designated to support our vibrant community of students who speak English as a second language. This year is the second in which an Advancement Via Individual Determination (AVID) elective class, designed to identify students with potential in the academic middle and prepare them for success in high school and acceptance and completion of four-year college degree programs, is being offered. Special interest clubs, including clubs for academic enrichment such as MathCounts, a drama program, athletics, and a variety of offerings in partnership with community and government agencies, such as the Lawrence Livermore National Laboratory, round out the offerings.

The goal in offering a diverse curriculum is to provide each student a bridge to academic engagement and success. Our teachers are focused on implementing instructional strategies that emphasize critical thinking and a growth mindset in support of the California State Standards. We believe in teaching students to stretch themselves beyond their comfort zones, to realize that effort grows abilities, and to understand that intelligence is worth the effort.

During the 2023-24 school year, we will continue to engage students in evidence-based conversations around literary and informational text; help students produce narrative writing that incorporates effective techniques, well-chosen details, and well-structured event sequences; and increase students' vocabularies by reading increasingly complex texts. In

math, students will engage in evidence-based conversations to communicate results of their investigations and mathematical thinking; produce clear and coherent writing in various formats (e.g., diagrams, tables, graphs, etc.); and build their math vocabularies to justify their conclusions and communicate them to others. Staff members have made the highest commitment to ensuring all students succeed, as evident by their participation in professional learning. Key professional development this year will include the continued creation of common assessments and rubrics to allow for continual improvement as measured by tangible student achievement. Staff are dedicated to the use of data from summative and formative assessments to track student progress on these standards, and to the incorporation of our AVID program and AVID strategies into all classrooms. Staff continue to deeply integrate Multi-Tiered Systems of Support and positive means of behavior intervention in all facets of our daily work, with the goal of helping students make good choices and in the interest of improving students social and emotional well being.

- How the Instructional Leadership Team (ILT) coaches and supports staff with the implementation of the California State Standards (CCS)

Our ILT is comprised of seven teachers, the vice principal, and the principal. The team's mission is to structure and lead processes designed to transform teaching and learning at our site. The ILT is a goal-based and data-driven team that models the expectations, practices, and culture for all teachers. Team members focus on collaborative actions and problem solving.

The team meets monthly for the purpose of analyzing the school's progress in implementing the CCS, Positive Behavioral Interventions and Supports (PBIS), and our instructional focus. Based on the results of our analyses, the ILT provides professional development opportunities to build our capacity as individuals and as a Professional Learning Community.

- How site-based professional development and teacher collaboration process supports students learning of the CCS

The ILT will continue to facilitate professional learning opportunities for staff during the 2023-24 school year and will focus on selecting essential CCS, CSS-aligned instructional pacing guides, and common formative assessments that focus on the four essential questions of Professional Learning Communities: What do we want our students to learn?; How will we know they have learned it?; What do we do when they don't?; What do we do when they have already learned it?

We will also use the LVJUSD Framework for Success to integrate schoolwide interventions and systems of support for students within the school day.

Daily preparatory time and weekly collaboration time allows teachers to meet in smaller teams. These smaller teams review assessment of student learning, reflect on relevant data, and plan for multi-tiered systems of support. As discussed above, our ILT coordinates our staff-wide professional development based on the team's analysis of our progress in answering the four PLC questions and in implementing the CSS and student achievement.

- How East Avenue ensures all English Language Learners are acquiring the English language and progressing academically

12% percent of East Avenue students are English Learners (ELs). These students are provided designated supports in daily English Language Development in a Core (English and social studies) class. Students in this class develop their English language abilities during read-alouds, classroom discussions, and student presentations. Integrated supports (those delivered in general education classes) are also provided. Our bilingual aide supports a number of EL students in their core classes, but also in math and science classes. Each EL student takes the English Language Proficiency Assessments for California (ELPAC) annually to determine their progress in English Language Development.

- Transition strategies that are used to assist students entering 6th grade and 9th grade

Fifth grade students entering East Avenue Middle School as sixth graders in the fall visit our campus the prior March, where they are addressed by the principal and hear current students speak about all East Avenue has to offer. They listen to performances by the school choir, orchestra, and band, are taken on a tour of the campus, and enjoy an ice cream social. Students also visit East Avenue during our Dolphin Day orientation in August to further acquaint themselves with the campus and staff. Our leadership class pairs with students who miss these events, or who transfer into the school mid-year, and helps them adjust to the new campus.

The Ambassador Program was developed in conjunction with Livermore High School (LHS) to alleviate the anxiety many students experience as they transition to high school. Students are selected by their Core teachers and peers and represent a cross-section of East Avenue's diverse population. The program takes place in May after LHS counselors have visited our students and after our students have registered for LHS classes. The day begins with introductions by the LHS administration, counselors, Child Welfare and Attendance Specialist, and School Resource Officer. Students visit classes and make note of the similarities and differences between middle and high school classes. They participate in a debriefing about their observations and are encouraged to pose questions to a panel of students who share their high school experiences. The Ambassadors report back to their core classes on what they learned during their visit.

- Strategies and services used to increase parent/family/community involvement/education and increase opportunities for them to have a voice in making decisions that impact the school and their student's education

At East Avenue, we believe that family and community involvement is paramount to student achievement and college/career readiness. Through its many fundraising activities, our parent-run Boosters Club provides significant financial support for classroom enrichment activities, technology, our library, and a variety of programs. Our School Site Council (SSC) is a collaborative effort between parents, teachers, students, and administrators to help develop and monitor the School Plan for Student Achievement (SPSA). SSC meetings are open to the public, and any member of the public may address the council on items within the council's jurisdiction.

We have a full-time school counselor, a Child Welfare and Attendance (CWA) Specialist, and two school psychologists. These staff members enable us to better provide in-depth social, emotional, and academic counseling to our students, and to increase communication with parents/guardians.

We utilize many means of communication to engage parents in supporting student progress. Teachers use the Schoology online learning platform not only to keep students informed of their assignments, due dates, and progress, but also to communicate directly with parents and guardians. Progress reports for students with at least one C- are distributed midway through each trimester. Informal meetings between teachers and parents/guardians, as well as formal Section 504 Plan, Individual Education Plan (IEP), Student Attendance Review Team (SART), and Student Attendance Review Board (SARB) meetings help involve parents in developing plans to support their student's academic success. Our web page, electronic marquee, Instagram account, and regular use of the BlackBoard Messaging System (in both English and Spanish) keep parents and community members apprised of what is happening "On the Avenue" and how to get more involved with our school community. A language line supports communication with families whose home language is other than English.

## Educational Partner Involvement

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

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

The Plan was developed, discussed, monitored, and modified throughout the 2022-23 school year.

Our English Learner Advisory Committee (ELAC) met several times last year. Input for the SPSA was provided to the principal by the ELAC for discussion at SSC meetings.

The East Avenue administrators, Instructional Leadership Team (ILT), and School Site Council (SSC) monitored the School Plan during meetings throughout the year.

The 2023-24 plan was developed in coordination with site staff, with important input and oversight from parent and student groups including the student Leadership Class, our ELAC Parent Committee, School Site Council (SSC), and Academic Boosters.

# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	%	0.18%	0.18%		1	1
African American	1.9%	1.06%	2.38%	11	6	13
Asian	6.2%	6.16%	7.31%	36	35	40
Filipino	2.6%	2.64%	3.47%	15	15	19
Hispanic/Latino	37.3%	40.49%	39.31%	218	230	215
Pacific Islander	0.3%	0.18%	0.18%	2	1	1
White	41.4%	40.14%	38.76%	242	228	212
Multiple/No Response	10.1%	8.98%	8.41%	59	51	46
Total Enrollment				585	568	547

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Grade 6	188	174	180
Grade 7	207	186	178
Grade 8	190	208	189
Total Enrollment	585	568	547

### Conclusions based on this data:

1. Total enrollment at East decreased by 21 students (-3.7%) in 2023-24. This is the fourth year in a row that enrollment has decreased and is a trend across our District as home prices in Livermore increase.
2. Our White student population decreased from 40.14% in 2021-22 to 38.76% in 2022-23 (-1.38%), and our Hispanic student population from 40.49% to 39.31% (-1.18%).
3. Our African American student population increased from 1.06% in 2021-22 to 2.38% in 2022-23 (+1.32), and our Asian student population increased from 6.16% to 7.31% (+1.15%).



# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	66	64	62	11.30%	11.3%	11.3%
Fluent English Proficient (FEP)	120	113	116	20.50%	19.9%	21.2%
Reclassified Fluent English Proficient (RFEP)	104	94	99	17.8%	16.5%	18.1%

### Conclusions based on this data:

1. The percent of EL students remained stable at 11.3% for the past three years (2020-21 through 2022-23).
2. The percent of FEP students increased slightly from 19.8% in 2021-22 to 21.2% in 2022-23.
3. The percent of RFEP students increased from 16.5% in 2021-22 to 18.1% in 2022-23.

# School and Student Performance Data

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

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	183	175	177	151	173	172	148	172	172	82.5	98.9	97.2
Grade 7	209	188	173	164	187	171	162	187	171	78.5	99.5	98.8
Grade 8	191	204	189	158	195	180	153	195	178	82.7	95.6	95.2
All Grades	583	567	539	473	555	523	463	554	521	81.1	97.9	97.0

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			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2508.	2519.	2560.	16.22	18.02	31.98	27.70	27.33	32.56	22.30	30.23	18.02	33.78	24.42	17.44
Grade 7	2561.	2537.	2555.	19.75	19.25	19.88	38.89	27.27	38.01	18.52	21.93	15.79	22.84	31.55	26.32
Grade 8	2573.	2559.	2572.	19.61	16.92	26.40	37.91	36.41	24.72	22.22	20.00	22.47	20.26	26.67	26.40
All Grades	N/A	N/A	N/A	18.57	18.05	26.10	34.99	30.51	31.67	20.95	23.83	18.81	25.49	27.62	23.42

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	20.28	15.70	29.65	46.85	55.23	52.91	32.87	29.07	17.44
Grade 7	25.64	20.97	22.22	55.13	59.14	62.57	19.23	19.89	15.20
Grade 8	23.49	25.13	24.16	51.68	51.79	47.19	24.83	23.08	28.65
All Grades	23.21	20.80	25.34	51.34	55.33	54.13	25.45	23.87	20.54

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	16.44	19.88	29.82	53.42	52.05	49.12	30.14	28.07	21.05
Grade 7	25.16	19.89	23.53	56.77	46.77	47.06	18.06	33.33	29.41
Grade 8	25.66	17.01	27.91	59.87	56.19	48.26	14.47	26.80	23.84
All Grades	22.52	18.87	27.10	56.73	51.72	48.15	20.75	29.40	24.76

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	9.03	15.12	13.95	70.14	75.58	75.00	20.83	9.30	11.05
Grade 7	11.54	12.30	14.62	79.49	72.73	71.35	8.97	14.97	14.04
Grade 8	18.67	13.33	23.03	67.33	71.28	61.80	14.00	15.38	15.17
All Grades	13.11	13.54	17.27	72.44	73.10	69.29	14.44	13.36	13.44

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	14.86	15.12	30.23	69.59	69.77	59.30	15.54	15.12	10.47
Grade 7	32.10	20.32	20.47	53.70	56.15	61.40	14.20	23.53	18.13
Grade 8	22.52	22.05	32.58	65.56	58.97	51.12	11.92	18.97	16.29
All Grades	23.43	19.31	27.83	62.69	61.37	57.20	13.88	19.31	14.97

#### Conclusions based on this data:

1. Approximately 92% of students took the CAASPP ELA assessment in 2022-23, 7% less than the 98% who tested in 2021-22. 10 students opted out of CAASPP testing.
2. Overall scores improved from 2021-22, with an increase of 8% to 26.1% of students in the "Exceeding Standard" category; an increase of 1.2% to 31.7% in the "Standard Met" category; a decrease of 5.18% to 18.65% in the "Standard Nearly Met" category; and a decrease of 4.16% to 23.46% in the "Standard Not Met" category. While the data is certainly heading in the right direction, 42% of students did not meet the ELA standards.
3. 8th grade saw an increase of 2% in students not meeting ELA standards and had the highest percent at 48.5%, followed by 7th grade at 42.1% and 6th grade at 35.4%.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	183	175	177	161	171	173	160	171	173	88.0	97.7	97.7
Grade 7	209	189	173	173	185	170	169	185	170	82.8	97.9	98.3
Grade 8	191	204	189	165	193	176	164	193	176	86.4	94.6	93.1
All Grades	583	568	539	499	549	519	493	549	519	85.6	96.7	96.3

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	2493.	2503.	2539.	15.63	15.79	26.59	15.00	19.88	17.34	27.50	29.24	29.48	41.88	35.09	26.59
Grade 7	2532.	2503.	2525.	18.34	18.92	17.65	26.04	16.22	22.35	21.89	20.00	22.94	33.73	44.86	37.06
Grade 8	2549.	2527.	2529.	18.90	18.65	28.98	17.07	18.13	7.95	23.78	21.24	15.34	40.24	41.97	47.73
All Grades	N/A	N/A	N/A	17.65	17.85	24.47	19.47	18.03	15.80	24.34	23.32	22.54	38.54	40.80	37.19

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	13.75	18.13	24.28	43.13	43.86	46.24	43.13	38.01	29.48
Grade 7	23.67	21.62	21.76	45.56	35.68	40.00	30.77	42.70	38.24
Grade 8	18.40	19.17	28.41	49.69	44.04	27.27	31.90	36.79	44.32
All Grades	18.70	19.67	24.86	46.14	41.17	37.76	35.16	39.16	37.38

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	14.38	10.53	21.39	46.25	52.05	56.65	39.38	37.43	21.97
Grade 7	16.57	15.68	16.47	55.62	47.03	53.53	27.81	37.30	30.00
Grade 8	17.68	16.06	23.86	51.83	49.22	38.07	30.49	34.72	38.07
All Grades	16.23	14.21	20.62	51.32	49.36	49.33	32.45	36.43	30.06

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	14.38	9.94	23.70	58.13	64.91	58.96	27.50	25.15	17.34
Grade 7	17.16	15.14	13.53	58.58	54.05	61.76	24.26	30.81	24.71
Grade 8	16.46	16.06	18.75	65.85	57.51	50.00	17.68	26.42	31.25
All Grades	16.02	13.84	18.69	60.85	58.65	56.84	23.12	27.50	24.47

**Conclusions based on this data:**

1. Approximately 92% of students took the CAASPP Math assessment, down 4.7% from 2021-22. 10 students opted out of the CAASPP testing.
2. Math continues to be an area of focus. While overall, the percent of students scoring "Standard Exceeded" or "Standard Met" increased by 4.38% over 2021-22 levels, 61.6% of students scored "Standard Nearly Met" or "Standard Not Met."
3. 6th grade saw the highest percent of students not meeting Math standards at 66.1%, followed by 8th grade at 63% and 7th grade at 59.9%.

# ELPAC Results

<b>ELPAC Summative Assessment Data</b> <b>Number of Students and Mean Scale Scores for All Students</b>												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1506.2	1519.0	1530.6	1515.9	1530.5	1536.8	1496.0	1507.0	1523.9	23	21	18
7	1521.8	1515.9	1540.7	1523.1	1529.0	1560.1	1520.2	1502.5	1520.9	15	26	18
8	*	1510.2	1525.3	*	1526.6	1530.5	*	1493.4	1519.5	9	20	26
All Grades										47	67	62

<b>Overall Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.70	15.00	16.67	39.13	35.00	44.44	30.43	30.00	27.78	21.74	20.00	11.11	23	20	18
7	33.33	11.54	11.11	13.33	38.46	50.00	26.67	30.77	27.78	26.67	19.23	11.11	15	26	18
8	*	5.00	19.23	*	30.00	30.77	*	40.00	19.23	*	25.00	30.77	*	20	26
All Grades	17.02	10.61	16.13	31.91	34.85	40.32	27.66	33.33	24.19	23.40	21.21	19.35	47	66	62

<b>Oral Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	34.78	45.00	50.00	43.48	25.00	33.33	13.04	30.00	11.11	8.70	0.00	5.56	23	20	18
7	40.00	23.08	38.89	33.33	38.46	55.56	13.33	26.92	0.00	13.33	11.54	5.56	15	26	18
8	*	20.00	30.77	*	40.00	34.62	*	25.00	15.38	*	15.00	19.23	*	20	26
All Grades	31.91	28.79	38.71	44.68	34.85	40.32	10.64	27.27	9.68	12.77	9.09	11.29	47	66	62

<b>Written Language</b> <b>Percentage of Students at Each Performance Level for All Students</b>															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	0.00	0.00	11.11	13.04	15.00	22.22	34.78	40.00	38.89	52.17	45.00	27.78	23	20	18
7	6.67	3.85	11.11	26.67	11.54	11.11	26.67	34.62	38.89	40.00	50.00	38.89	15	26	18
8	*	0.00	3.85	*	5.00	15.38	*	50.00	42.31	*	45.00	38.46	*	20	26
All Grades	4.26	1.52	8.06	17.02	10.61	16.13	34.04	40.91	40.32	44.68	46.97	35.48	47	66	62

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	0.00	5.00	16.67	65.22	70.00	77.78	34.78	25.00	5.56	23	20	18
7	6.67	3.85	5.56	53.33	65.38	77.78	40.00	30.77	16.67	15	26	18
8	*	5.00	11.54	*	55.00	57.69	*	40.00	30.77	*	20	26
All Grades	4.26	4.55	11.29	59.57	63.64	69.35	36.17	31.82	19.35	47	66	62

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	73.91	60.00	66.67	17.39	40.00	22.22	8.70	0.00	11.11	23	20	18
7	80.00	53.85	83.33	6.67	38.46	11.11	13.33	7.69	5.56	15	26	18
8	*	60.00	53.85	*	25.00	26.92	*	15.00	19.23	*	20	26
All Grades	76.60	57.58	66.13	10.64	34.85	20.97	12.77	7.58	12.90	47	66	62

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	0.00	5.00	5.56	21.74	20.00	38.89	78.26	75.00	55.56	23	20	18
7	20.00	3.85	11.11	26.67	30.77	27.78	53.33	65.38	61.11	15	26	18
8	*	5.00	7.69	*	15.00	34.62	*	80.00	57.69	*	20	26
All Grades	8.51	4.55	8.06	23.40	22.73	33.87	68.09	72.73	58.06	47	66	62

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	4.35	5.00	22.22	73.91	75.00	66.67	21.74	20.00	11.11	23	20	18
7	13.33	7.69	5.56	60.00	65.38	72.22	26.67	26.92	22.22	15	26	18
8	*	0.00	3.85	*	75.00	69.23	*	25.00	26.92	*	20	26
All Grades	6.38	4.55	9.68	72.34	71.21	69.35	21.28	24.24	20.97	47	66	62

#### Conclusions based on this data:

1. In 2022-23, 15 (29%) of our EL students increased by one performance level from their 2021-22 level, and 1 (2%) increased by two performance levels.
2. In 2022-23, 8 (16%) of our EL students decreased by one performance level from their 2021-22, and 2 (4%) decreased by two performance levels.

# School and Student Performance Data

## Physical Fitness Test Results (PFT)

Number of Students Tested

## Physical Fitness Test Results (PFT) 2022-23

Number of Students Tested

<b>Total student tested = 173</b>	<b>173</b>
<b>Aerobic Capacity</b>	<b>98.3%</b>
<b>Abdominal Strength and Endurance</b>	<b>96.5%</b>
<b>Trunk Extensor Strength and Flexibility</b>	<b>97.7%</b>
<b>Upper Body Strength and Endurance</b>	<b>96.5%</b>
<b>Flexibility</b>	<b>97.7%</b>
<b>Total student tested = 173</b>	

### Conclusions based on this data:

1. 173 of 178 (97%) of students in the 7th grade participated in the 2022-23 PFT, with the greatest percent (98.3%) participating in the Aerobic Capacity test and the lowest (96.5%) participating in the Upper Body Strength and Endurance.

<b>Middle Schools Grade 7 and High Schools Grades 9 and 11:</b>	<b>7<sup>th</sup> or 9<sup>th</sup> Grade</b>	<b>11<sup>th</sup> Grade</b>
1. School Connectedness – sites will report percent of students Average reporting “Agree” or “Strongly Agree”	61 %	%
2. Perceived Safety at School – sites will report percent of students Students reporting “Very safe” or “Safe”	68 %	%
3. Caring Adult Relationships – site will report percent of students Average reporting “Pretty much true” or “Very much true”	76 %	%

1. The California Healthy Kids Survey is given every-other year and was not given in the 2022-23 school year. Our District's Panorama Survey (which is given at all three grade levels) results from 2022-23 show that only 54% of students at East Avenue reported positive teacher-student relationships, down from 55% in 2021-22.
2. East Avenue's 2022-23 Panorama data is in line with the 5 other middle schools in our District, which show a low of 49% and a high of 58%.



# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
568	30.5	11.3	0.2
Total Number of Students enrolled in East Avenue Middle 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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	64	11.3
Foster Youth	1	0.2
Homeless	6	1.1
Socioeconomically Disadvantaged	173	30.5
Students with Disabilities	106	18.7

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	6	1.1
American Indian	1	0.2
Asian	35	6.2
Filipino	15	2.6
Hispanic	230	40.5
Two or More Races	51	9.0
Pacific Islander	1	0.2
White	228	40.1

**Conclusions based on this data:**

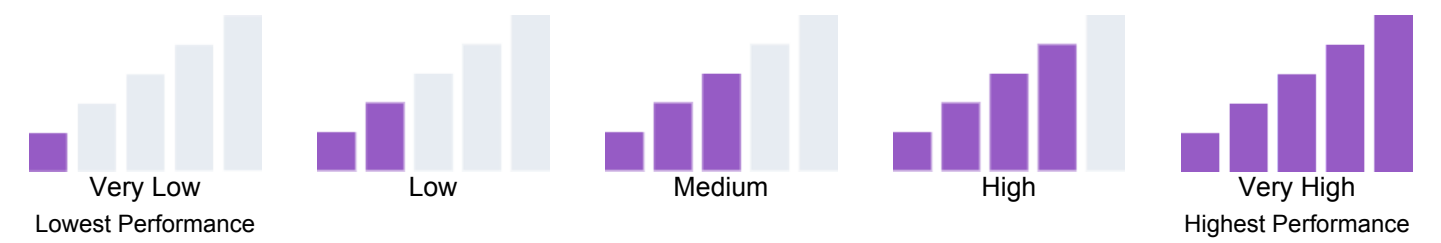
1. East saw a decrease in the percent of Socioeconomically Disadvantaged students from 30.5% in 2021-22 to 26% in 2023-24, while our EL student population has held steady over the past three years at 11.3%.
2. Our White student population decreased from 40.14% in 2021-22 to 38.76% in 2022-23 (-1.38%), and our Hispanic student population from 40.49% to 39.31% (-1.18%).
3. Our African American student population increased from 1.06% in 2021-22 to 2.38% in 2022-23 (+1.32), and our Asian student population increased from 6.16% to 7.31% (+1.15%).

# School and Student Performance Data

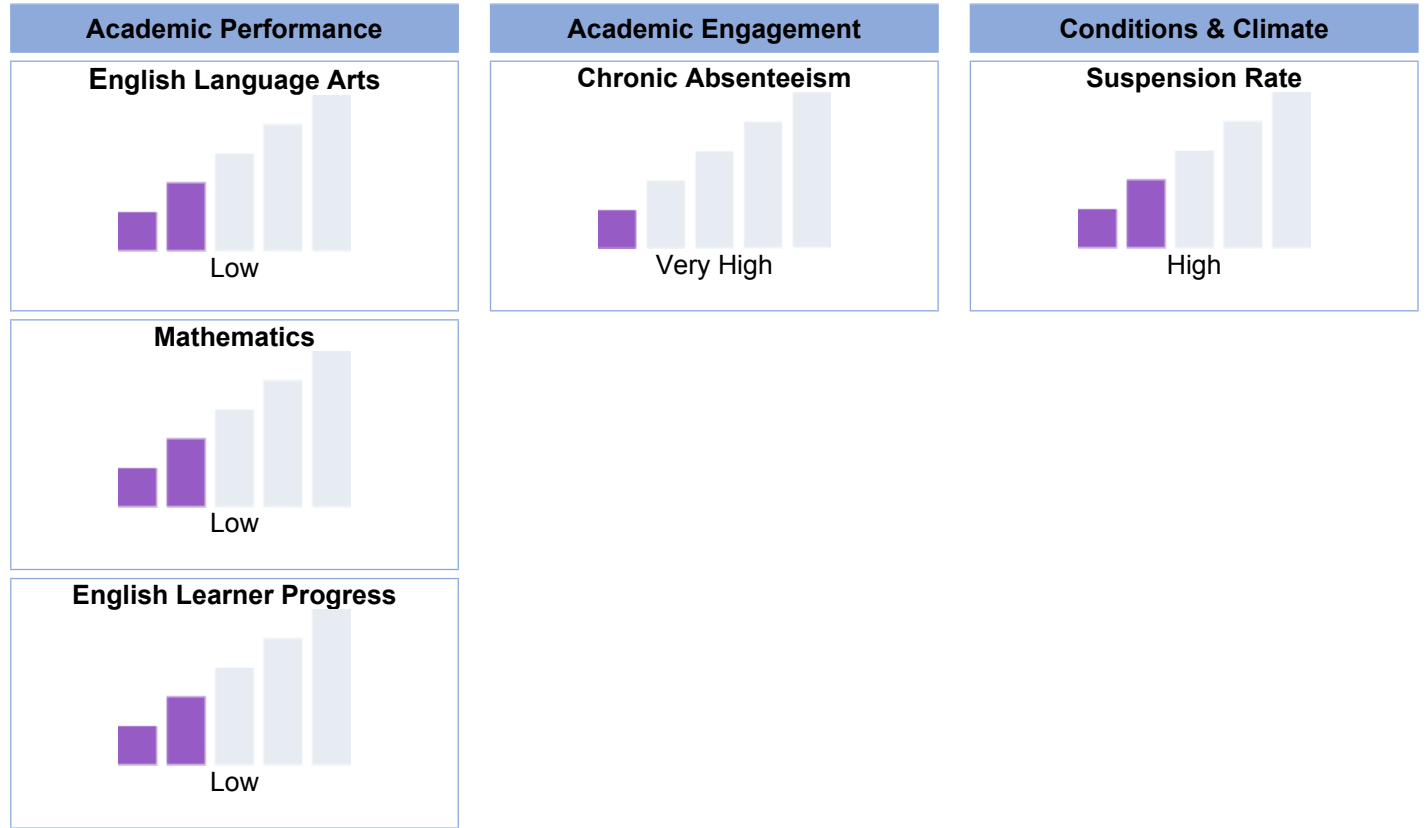
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



### Conclusions based on this data:

- While the Fall 2023 Dashboard has not yet been released, preliminary data suggests that the percent of East Avenue students who met proficiency on the 2022-23 CAASPP for English Language Arts (ELA) has increased from 48% to approximately 58%. This puts East Avenue 3% below our District average for middle schools.
- While the Fall 2023 Dashboard has not yet been released, preliminary data suggests that the percent of East Avenue students who met proficiency on the 2022-23 CAASPP for Math has increased from 36% to 40%. As with

the ELA rate, this puts East Avenue 3% below our District average. Also of note is that 33.8% of East Avenue middle schools students met proficiency on their math final in 2022-23, which is 1.6% above our District average for middle schools.

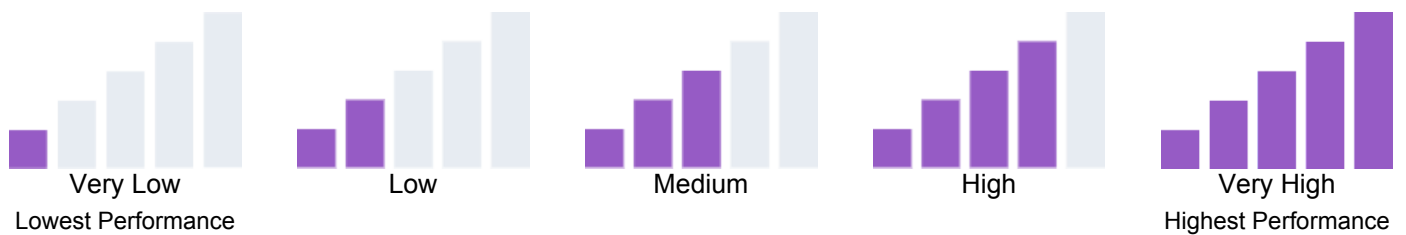
3. While the Fall 2023 Dashboard has not yet been released, preliminary data shows that East Avenue's suspension rate dropped from 9.6% in 2021-22 to 7.3% in 2022-23, which is 1% higher than our District average for middle schools.

# School and Student Performance Data

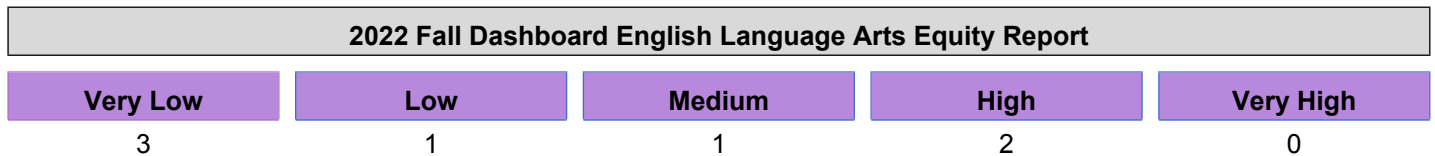
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

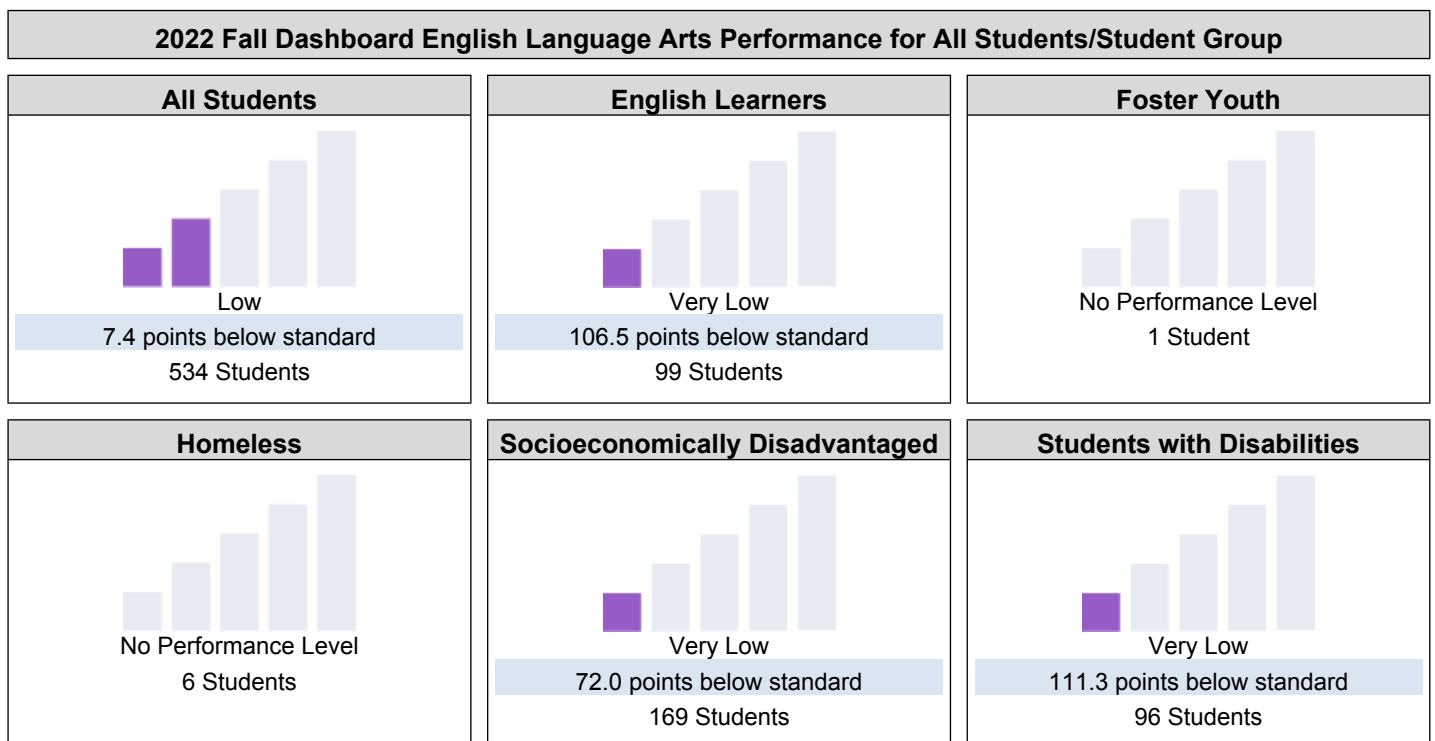
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



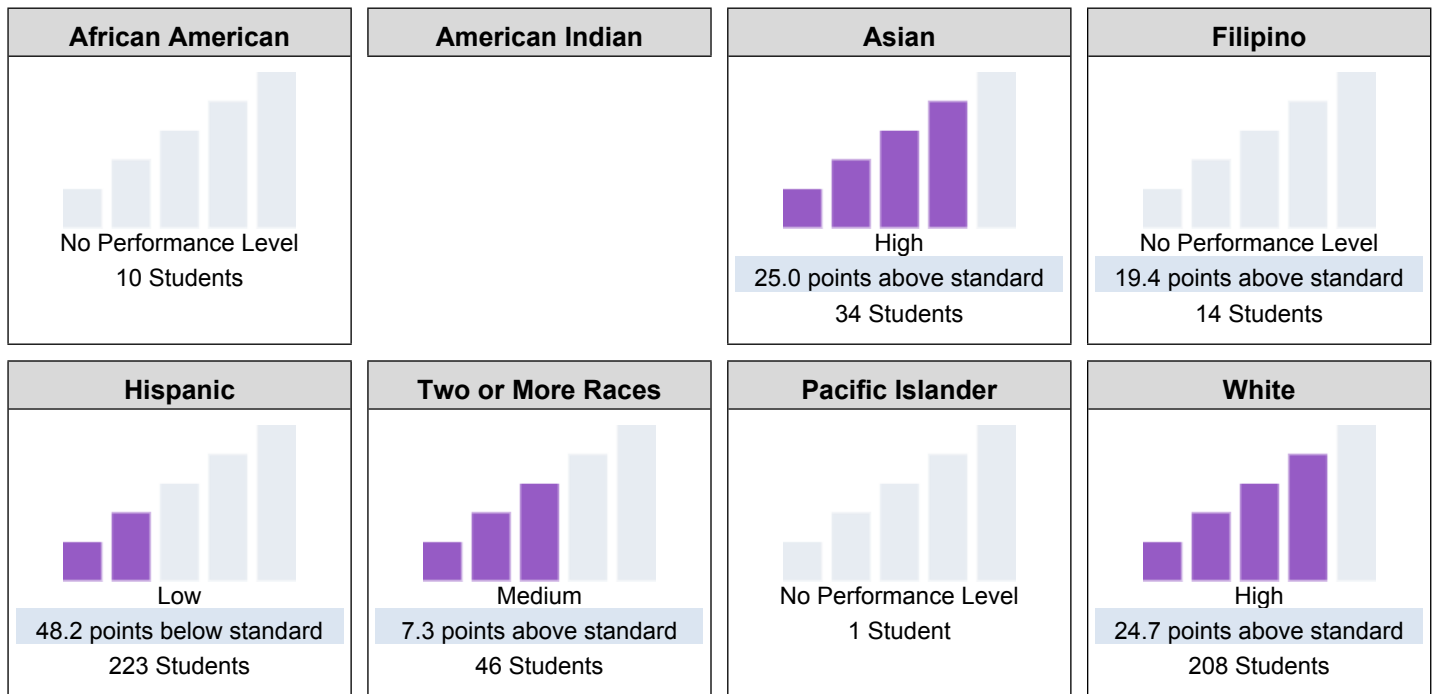
This section provides number of student groups in each level.



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



### 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



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

### 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
149.2 points below standard 59 Students	43.4 points below standard 40 Students	13.2 points above standard 362 Students

#### Conclusions based on this data:

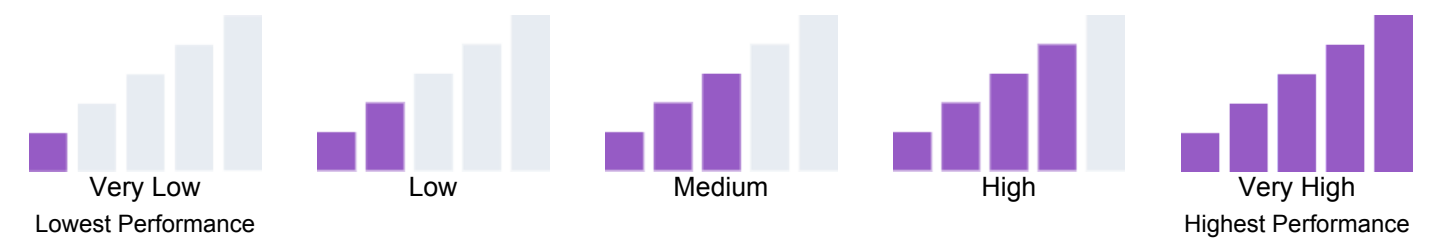
- While the Fall 2023 Dashboard has not yet been released, preliminary data suggests that the percent of East Avenue students who met proficiency on the 2022-23 CAASPP for English Language Arts (ELA) has increased from 48% to approximately 58%. This puts East Avenue 3% below our District average for middle schools.
- Our White student group saw an increase in proficiency from 69% in 2021-22 to 76% in 2022-23; our Hispanic student group saw an increase from 40% to 46%; our Asian student group saw an increase from 75% to 78%; and our Black student group experienced a decrease in proficiency from 38% in 2021-22 to 29% in 2022-23.
- Our English Learner student group experienced a 1% decrease in proficiency from 7% in 2021-22 to 6% in 2022-23, while our Special Education student group saw an increase in proficiency from 16% to 23%.

# School and Student Performance Data

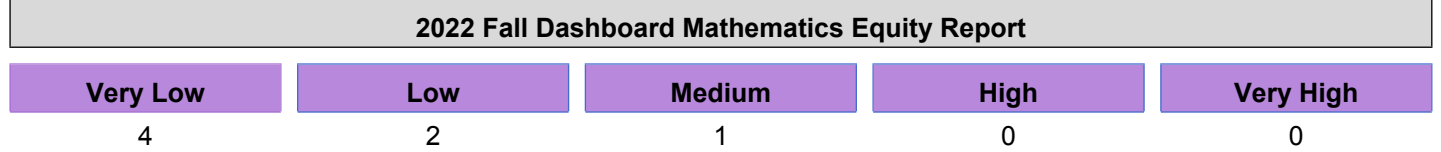
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

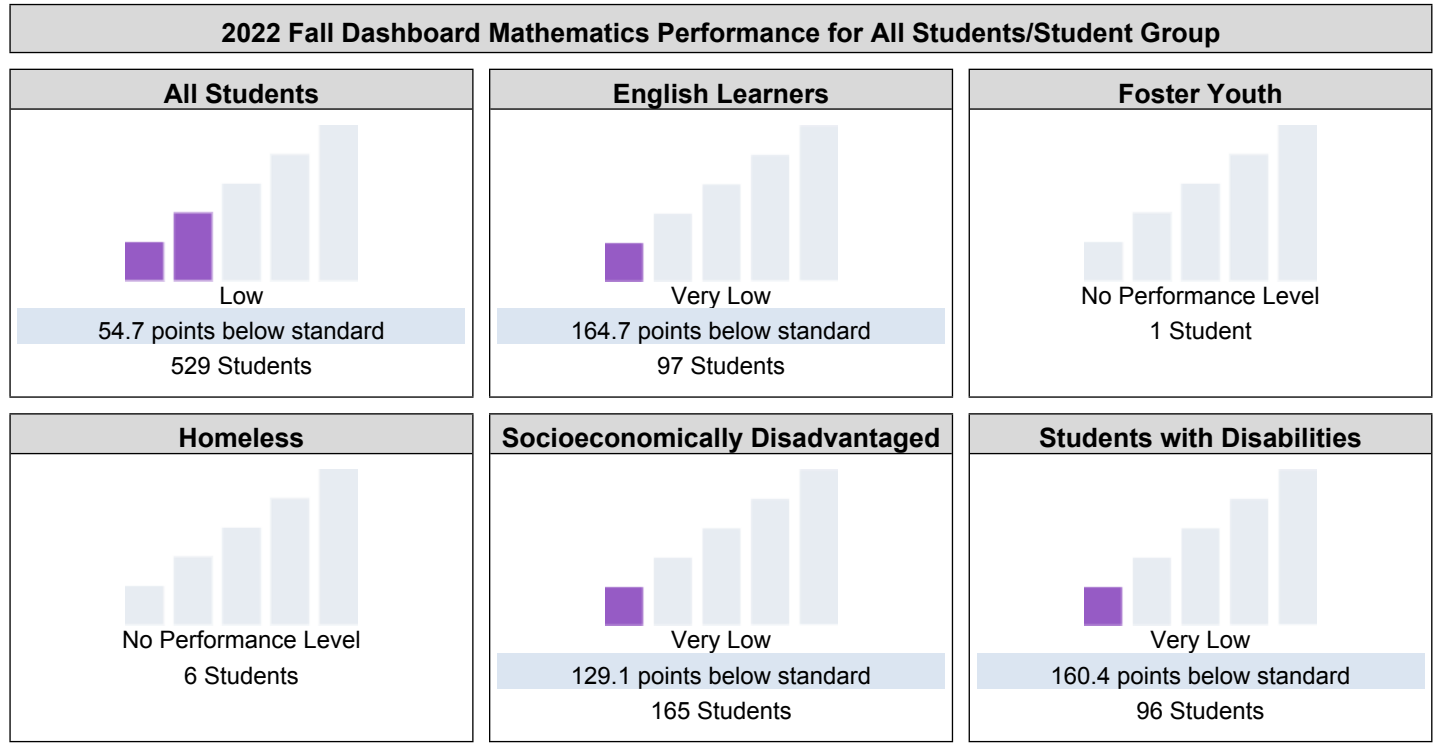
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



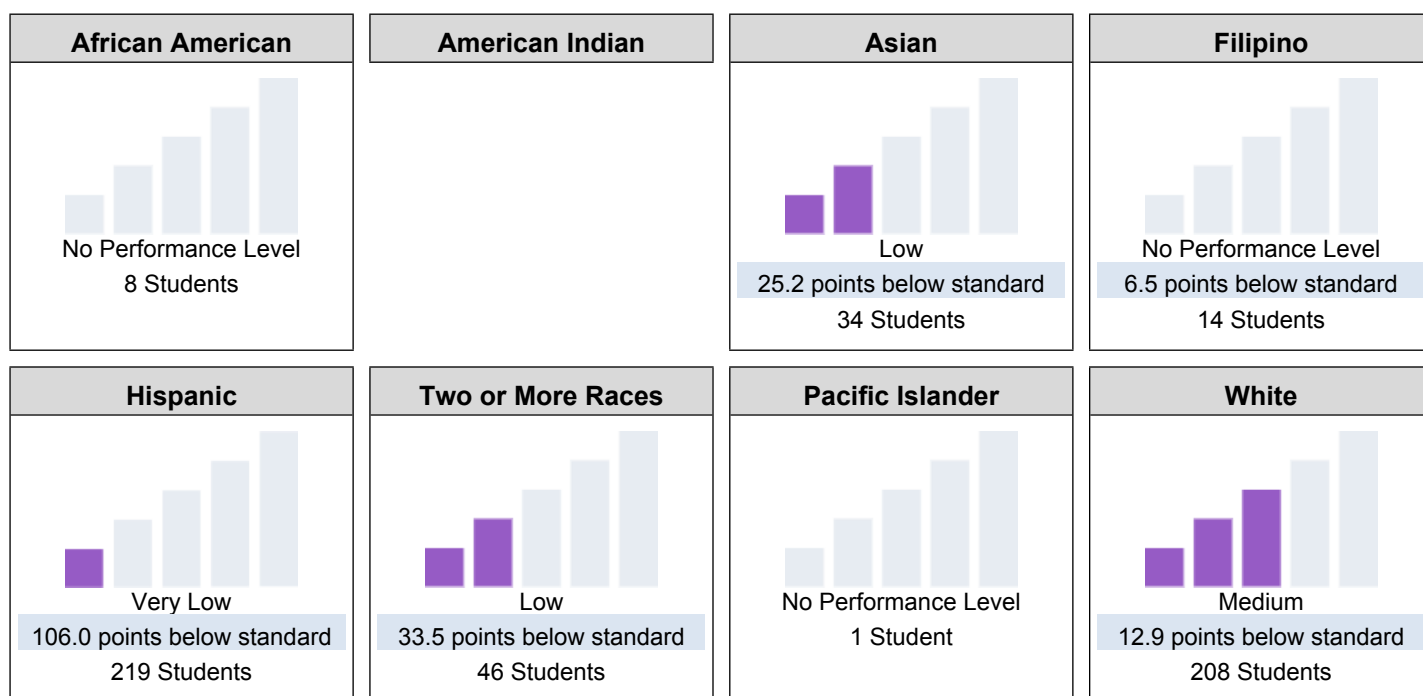
This section provides number of student groups in each level.



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



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



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

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
198.4 points below standard 59 Students	112.3 points below standard 38 Students	29.7 points below standard 360 Students

### Conclusions based on this data:

1. While the Fall 2023 Dashboard has not yet been released, preliminary data suggests that the percent of East Avenue students who met proficiency on the 2022-23 CAASPP for Math has increased from 36% to 40%. As with the ELA rate, this puts East Avenue 3% below our District average. Also of note is that 33.8% of East Avenue's students met proficiency on their Math final in 2022-23, which is 1.6% above our District average for middle schools.
2. Our Black student group saw an increase in proficiency from 23% in 2021-22 to 24% in 2022-23, while our Hispanic student group held steady at a proficiency rate of 27%. Our White student group decreased in proficiency from 61% in 2021-22 to 59% in 2022-23, and our Asian student group from 56% to 51%.
3. Our English Learner student group saw an increase in proficiency from 0% in 2021-22 to 6% in 2022-23, while our Special Education student group saw a decrease from 17% to 12%.



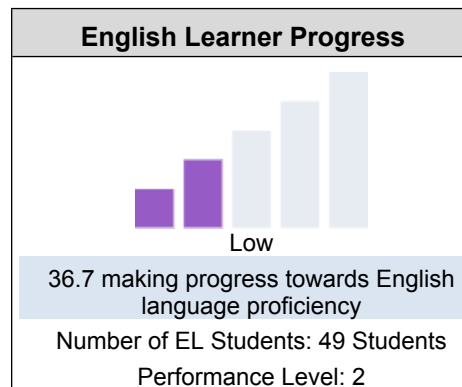
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 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
30.6%	32.7%	0.0%	36.7%

#### Conclusions based on this data:

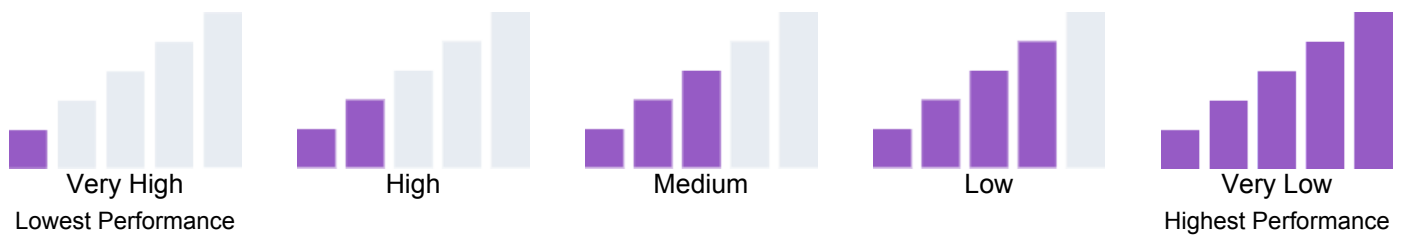
1. While the Fall 2023 Dashboard has not yet been released, internal data shows that 42% (55) of East Avenue English Learners progressed at least one ELPAC level in 2022-23. This is an increase of 9% over 2021-22 and 5% over our District average for middle schools.

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



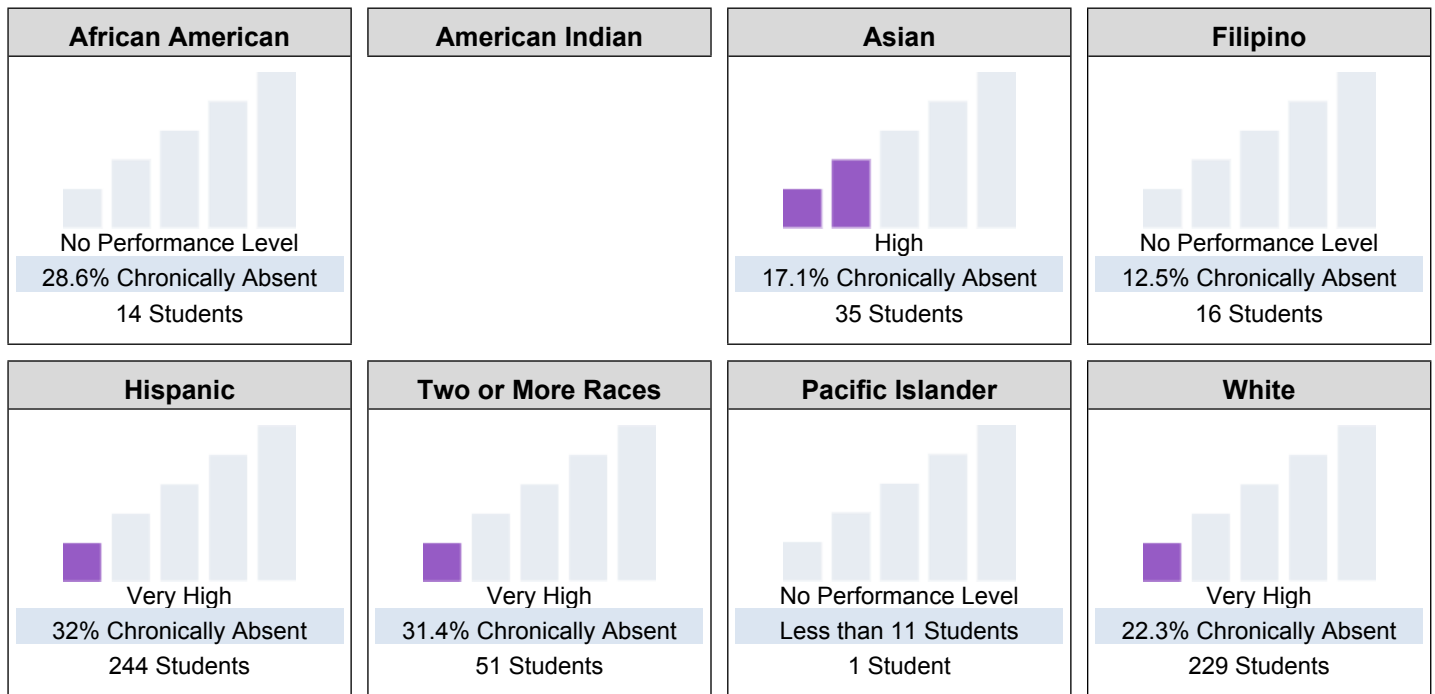
This section provides number of student groups in each level.

2022 Fall Dashboard Chronic Absenteeism Equity Report				
Very High	High	Medium	Low	Very Low
6	1	0	0	0

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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<b>All Students</b> <p>Very High</p> <p>26.6% Chronically Absent</p> <p>590 Students</p>	<b>English Learners</b> <p>Very High</p> <p>50% Chronically Absent</p> <p>76 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>
<b>Homeless</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Very High</p> <p>46.9% Chronically Absent</p> <p>196 Students</p>	<b>Students with Disabilities</b> <p>Very High</p> <p>41.2% Chronically Absent</p> <p>114 Students</p>

## 2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



### Conclusions based on this data:

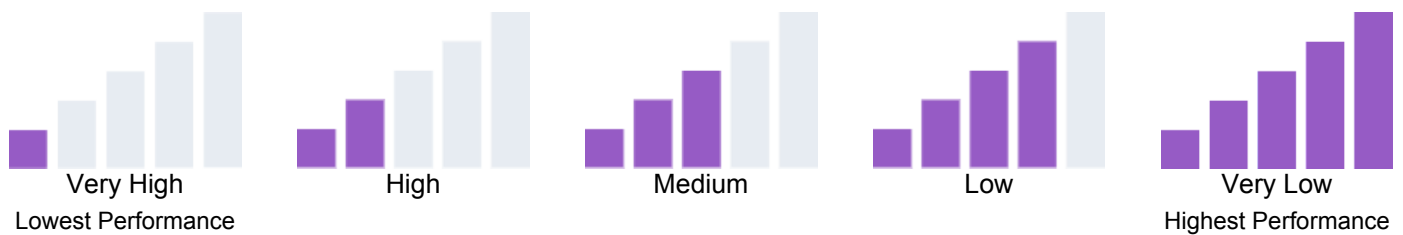
- While the Fall 2023 Dashboard has yet to be released, School Innovation & Achievement (SIA) reports show an overall chronic absence rate at East Avenue for 2021-22 of 22.67% and an overall chronic absence rate for 2022-23 of 22.26%, a decrease of 1.80%. This is above our District 2022-23 rate of 16.06% by 6.2% and is the third highest in our District.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



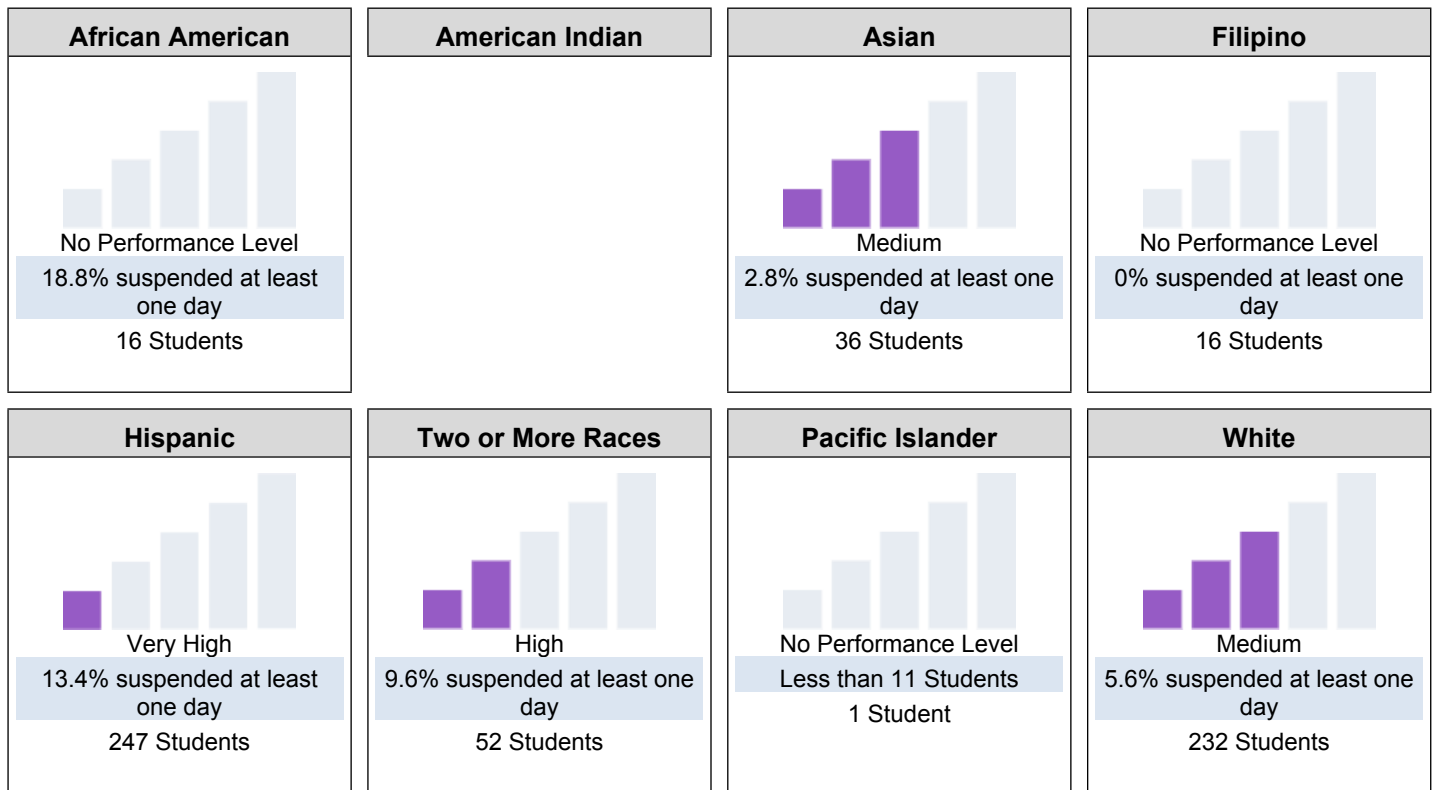
This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report				
Very High	High	Medium	Low	Very Low
4	1	2	0	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.

2022 Fall Dashboard Suspension Rate for All Students/Student Group		
<b>All Students</b> <p>High</p> <p>9.2% suspended at least one day</p> <p>600 Students</p>	<b>English Learners</b> <p>Very High</p> <p>15.6% suspended at least one day</p> <p>77 Students</p>	<b>Foster Youth</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>2 Students</p>
<b>Homeless</b> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>7 Students</p>	<b>Socioeconomically Disadvantaged</b> <p>Very High</p> <p>17.1% suspended at least one day</p> <p>199 Students</p>	<b>Students with Disabilities</b> <p>Very High</p> <p>12.2% suspended at least one day</p> <p>115 Students</p>

## 2022 Fall Dashboard Suspension Rate by Race/Ethnicity



### Conclusions based on this data:

1. While the Fall 2023 Dashboard has not yet been released, preliminary data shows that East Avenue's suspension rate dropped from 9.6% in 2021-22 to 7.3% in 2022-23, which is 1% higher than our District average for middle schools.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 1

East Avenue students will improve CAASPP scores in English and Math across all grade levels by 5%, with a particular focus on the improvement of scores among Hispanic students. This goal supports our District LCAP goal of increasing the percentage of students who have the skills and knowledge to graduate from high school college and/or career ready.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Math and English CAASPP Scores for 8th graders and 7th graders will rise over the cohort's scores in 2021-22. In other words, the 8th graders in 2022-23 will outperform their 2021-22 scores in 7th grade and the 7th graders in 2022-23 will outperform their scores in 6th grade.</p> <p>Special attention will be paid to the increase of scores among Hispanic students, as our Hispanic student group's scores have lagged behind those of their peers in recent years.</p>	<p>On the 2022-23 CAASPP, the percent of students (at a minimum) who perform proficient or above will be as follows:</p> <p>English scores:</p> <p>7th grade- 50% 8th grade- 51%</p> <p>Math scores:</p> <p>7th grade- 41% 8th grade- 40%</p> <p>In English, 25% of Hispanic students, across all grade levels, will score as proficient or above.</p> <p>In math, 26% of Hispanic students, across all grade levels, will score as proficient or above.</p>	<p>EAMS met our expected 7th and 8th grade CAASPP outcomes in ELA but fell short in Math:</p> <p>English scores:</p> <p>7th grade- 57.8% (7.8% above goal) 8th grade- 51.4% (at goal)</p> <p>Math scores:</p> <p>7th grade- 40% (1% below goal) 8th grade- 36.92% (3% below goal)</p> <p>EAMS met or exceeded our Hispanic student group CAASPP outcomes in both ELA and Math:</p> <p>In English, 46% (21% above goal) of Hispanic students across all grade levels scored proficient or above.</p> <p>In Math, 27% (1% above goal) of Hispanic students across all grade levels scored proficient or above.</p>

### Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Implementation of an Advancement Via Individual Determination (AVID) Elective Course and AVID Sitewide Strategies	<p>Planners, pens, and other classroom materials were not purchased as a specific AVID order. Any materials were purchased as part of general orders for the school.</p> <p>Our AVID elective teacher attended "AVID Elective: Advancing" training during</p>	<p>Planners, pens, and other classroom materials for the AVID elective. 4000-4999: Books And Supplies Admin. discretionary 1,000</p> <p>Training for our AVID elective teacher to</p>	<p>Planners, pens, and other classroom materials for the AVID elective. 4000-4999: Books And Supplies District Funded 0</p> <p>Training for our AVID elective teacher to</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
	<p>the 2022-23 school year. While our District paid the cost of the training, East paid for the hotel at a cost of \$653 and transportation at a cost of \$719.</p> <p>Funds were also put toward two field trips for the AVID students: 1) Education Day at the A's (in which students learn about various careers in the sports industry at a cost of \$228 for entry and \$813 for transportation; and 2) a visit to California State University East Bay (CSUEB) with transportation cost of \$674.</p>	<p>attend summer training. 1000-1999: Certificated Personnel Salaries Title II Part A: Improving Teacher Quality 2,750</p>	<p>attend summer training. 5000-5999: Services And Other Operating Expenditures Admin. Gift account 1,041</p> <p>AVID trips entry and transportation costs. 5800: Professional/Consulting Services And Operating Expenditures Admin. Gift account 1,716</p>
Provide students with breakfast/snacks during CAASPP testing.	The cost of the breakfast and snacks was funded by our Boosters.	<p>Funds for a student breakfast. 0000: Unrestricted Admin. discretionary 1,500</p> <p>The East Avenue Academic Boosters organization has agreed to provide funds. Donations 1,500</p>	<p>Funds for a student breakfast. Admin. discretionary 0</p> <p>Boosters covered the entire amount, freeing up site funds for other uses. Donations 1,500</p>
Development of essential standards and common assessments, as well as department-wide analysis of student work product. Counselor and administrative meetings after each marking period with all students with more than one D or F.	Weekly PD time was used for the development of essential standards (a minimum of two to start with) and common assessments, as well as analyses of student work. Counselors and admin meetings were held after each marking period with students who have more than one D or F.	Weekly PD time will be used for this purpose. No additional funds are needed. 0	Weekly Professional Development time will be used for this purpose. No additional funds are needed. 0
After-school tutoring and homework club.	Homework Club was run by two certificated staff members three afternoons per week.	Salaries for teachers to provide after-school tutoring. 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,400	Hourly salary for teachers to provide after-school tutoring. 1000-1999: Certificated Personnel Salaries Admin. Gift account 5,765

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		Salaries for classified staff to provide after school tutoring. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 1,000	Hourly salary for classified staff to provide after-school tutoring. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 0

## Analysis

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

All strategies were implemented.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

All strategies were effective in achieving the goal of improving CAASPP proficiency in English across all grade levels by 5%: we achieved a 10% increase in English. While we did not meet the goal of a CAASPP proficiency increase of 5% in Math, we did increase by 4%, which is certainly a move in the right direction. Regarding the goal of increasing the proficiency of our Hispanic student group to 25% in English and 26% in Math, we saw 46% (21% above the goal) of our Hispanic students score proficient in English and 27% (1% above the goal) in Math.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Planners, pens, and other classroom materials were not purchased as a specific AVID order. Any materials were purchased as part of general orders for the school. We did not spend the \$1,000 allotted.

Our AVID elective teacher attended "AVID Elective: Advancing" training during the 2022-23 school year. While our District paid the cost of the training, the school paid for the hotel at a cost of \$653 and transportation at a cost of \$719, for a total of \$1,041. We did not spend the full \$2,750 allotted.

Funds were put toward two field trips for AVID students, which were not listed as proposed expenditures in our 2022-23 SPSA: 1) Education Day at the A's (in which students learn about various careers in the sports industry) at a cost of \$228 for entry and \$813 for transportation; and 2) a visit to CSUEB with transportation cost of \$674.

The cost of providing students with breakfast/snacks during CAASPP testing was covered by our Boosters. No school or District funds were expended.

Our Homework Club was run by two certificated staff members three afternoons per week, rather than one classified and one certificated staff member. This resulted in an expenditure of \$1,365 over the estimate; however, the costs were fully covered by a \$10,000 donation. No school or District funds were expended.

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.

The strategies clearly worked well, so we will continue them. Additionally, to continue the trend of increasing English and Math proficiency among our Hispanic student group, the following strategies will be implemented and can be found in the "Planned Improvements Goal 1" section of this plan:

- Send a cohort of teachers to Off2Class training. Off2Class provides teachers with a toolkit for supporting EL students in general education classes.
- Send a cohort of English teachers to E.L. Achieve training. E.L. Achieve focuses on the use of explicit language instruction to support grade-level content learning in English.
- Continue implementation of an Advancement Via Individual Determination (AVID) Elective Course and AVID Sitewide Strategies.



- Continue our work on the development of essential standards and common assessments, as well as course-alike analysis of formative assessment data and student work products to inform instruction. Grade level Math (Grade 6, Grade 7, Grade 8) Professional Learning Communities (PLCs) will also focus on the teaching of the particular essential standards with which students struggled the most on 2022-23 math finals.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 2

Students identified as English Learners will show, on average, at least 5% growth on the ELPAC test, as measured by the composite student scores.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
The ELPAC, which measures English language acquisition. Only students who have year-over-year scores will be included in this metric.	An average increase of 5% on the composite ELPAC score for all of East Avenue's English Learners.	EAMS did not meet our expected outcome of an average increase of 5% on composite ELPAC scores for our ELs. However, the composite ELPAC score for all East Avenue's ELs increased by 2%, which is a move in the right direction and greater than the 1% increase achieved in the 2021-22 school year.

### Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increased hours for our bilingual paraprofessional to support English Learners in math and science classes.	Increased hours for our bilingual paraprofessional to support English Learners in math and science classes.	Paraprofessional salaries. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 32,899	Paraprofessional funding. 2000-2999: Classified Personnel Salaries LCFF - Supplemental 34,500
Purchase and use Junior Scholastic, a high-interest magazine with below grade-level (and at grade-level) reading levels.	Purchased Rosetta Stone license instead.	Junior Scholastic Magazine 4000-4999: Books And Supplies LCFF - Supplemental 326	Rosetta Stone Software 4000-4999: Books And Supplies LCFF - Supplemental 1,600
Addition of social events designed to raise the sense of belonging of Hispanic students and second language learners. These will include a celebration of Hispanic Heritage month in September and October of 2022 and the addition of a schoolwide social event celebrating Cinco de Mayo in May.	Did not happen	Supplies for the creation of a bulletin board celebrating Hispanic culture during Hispanic Heritage Month. 4000-4999: Books And Supplies Admin. discretionary 500	0
		\$5,000 will be spent from the student Associated Student Body (ASB) account to host the Cinco de Mayo event. However, ticket,	0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
		snack, and game ticket sales should recoup this amount. 0	
Special student breakfast on the morning of the ELPAC (English Language Proficiency Assessments for California) 2022-23 exam.	Did not happen	Funding for a student breakfast. 0000: Unrestricted Admin. discretionary 1,500	0

## Analysis

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

Some strategies/activities were implemented, while others were not. The hours of our bilingual paraprofessional were increased and a Rosetta Stone license was purchased (rather than the Junior Scholastic originally proposed). However, supplies for the creation of a bulletin board for celebrating Hispanic Heritage Month were not purchased, ASB did not host a Cinco de Mayo event, and a student breakfast was not held the morning of the ELPAC.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The strategies/activities were somewhat effective in moving the school in the right direction but fell short by 3% in increasing composite ELPAC scores for our ELs by 5%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

Funding for increased hours of our bilingual paraprofessional turned out to be \$34,500, as opposed to the estimated \$32,899; \$16,00 was spent on Rosetta Stone licenses, primarily for our newcomer EL students, as opposed to the \$326 estimated for Junior Scholastic Magazine because we felt Rosetta Stone would be more effective. The following activities/strategies were not held/implemented, and thus resulted in no expenditures: a bulletin board for celebrating Hispanic Heritage; a Cinco de Mayo event; and a student breakfast the morning of the ELPAC.

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.

To continue the trend of increasing the performance of our EL students on average by at least 5% growth on the ELPAC test, as measured by the composite student scores, we will make the following changes to this goal, which can be found in "Planned Improvements Goal 1" section of this plan:

- Send a cohort of teachers to Off2Class training (Off2Class provides teachers with a toolkit for supporting EL students in general education classes).
- Send a cohort of English teachers to E.L. Achieve training (E.L. Achieve focuses on the use of explicit language instruction to support grade-level content learning in English).
- Continue to support our newcomer EL students with Rosetta Stone and with the increased hours of our bilingual paraprofessional.
- Celebrate Hispanic Heritage Month with daily messages on our marquee regarding influential Hispanic American figures; daily announcements regarding interesting facts about Hispanic cultures, history, etc; a display in the library; and posters made by our Leadership students to inform and decorate our campus.

# Annual Review and Update

## SPSA Year Reviewed: 2022-23

### Goal 3

SPSA Goal 3: Enhance parent and community engagement and communication.

### Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
A student survey, given in March 2023. This survey was given in March of 2022 to allow for year-over-year comparison.	Per a survey given to students in March of 2023, 29% of students will indicate having played a sport at East Avenue during the current school year, 40% will indicated participating in a club, and 85% of students will indicate participation in at least one optional extracurricular (non-athletic and non-club) activity.	Survey was not given. Data not available.

### Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Enhance the offerings of extracurricular activities, including additional clubs. Attempt to get a 'Footsal' (indoor soccer) inter- or intra- mural team started.	Many clubs were formed, but Footsal did not occur.	Funds to get supplies and staff coaching and refereeing for a Footsal ('indoor soccer') team. None Specified ASB 1,000	Funds to get supplies and staff coaching and refereeing for a Footsal ('indoor soccer') team. None Specified ASB 0
Track data on student participation in extracurricular activities.	This data was not tracked.	Funds for additional hours for office staff to track information. 2000-2999: Classified Personnel Salaries Admin. discretionary 500	Funds for office staff to track information. 2000-2999: Classified Personnel Salaries Admin. discretionary 0
Prizes for students who participate in extracurriculars, including Dolphin Pride t-shirts and other prizes. Non-monetary prizes, too, such as student recognition on schoolwide announcements and in displays around campus.	Dolphin Dollars were handed out for students who adults observed doing something in line with The Dolphin Way: Be Responsible, Be Respectful, Be Safe. Prizes were donated and/or purchased by our Boosters. A site-wide order for East t-shirts was not placed.	Boosters will donate funds. 0	Boosters funded 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Increased promotion of students who are awarded for engagement, especially on the school website and on the school Instagram account.	Increased promotion of students who are awarded for engagement, especially on the school website and on the school Instagram account.	No cost. 0	No cost. 0

## Analysis

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

Some strategies/activities were implemented, while others were not. The Dolphin Dollars were a big hit with students, as they enjoyed being recognized for their commitment to The Dolphin Way and for being able to "purchase" a prize with those dollars. Clubs were, as always, started and attended. However, 'Footsal' (indoor soccer) inter- or intra- mural team was not started and data on student participation in extracurricular activities was not gathered and tracked.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

It is difficult to determine the impact of the planned strategies/activities as the survey to measure such impact was not given.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

- Footsal (indoor soccer) inter- or intra-mural team was not started, so there was no expenditure.
- Track data on student participation in extracurricular activities was not tracked, so there was no expenditure.

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.

This goal will be supported moving forward with a focus on parent/guardian involvement. Students participate in sports and in clubs. However, parent/guardian involvement is not as robust as we would like to see. Changes can be found in the "Goals, Strategies, & Proposed Expenditures Goal 3" section of this plan and include:

- Principal to send "On the Avenue" newsletter to parents/guardians monthly at a minimum and will include ways to get involved, such as Boosters, SSC, ELAC, volunteering, etc.
- Teachers will continue to maintain Schoology home pages so that students and parents can view up-to-date assignments, assessments, and grades for each of their classes and also contact teachers. Student grades will be updated by teachers no less often than every two weeks, beginning the 4th week of each new trimester.
- Each faculty member will send three positive messages per week to parents/guardians regarding their student.
- Site administrators will obtain parent/guardian input on various topics/issues via parent groups and surveys.

# Goals, Strategies, & Proposed Expenditures

## Goal 1

### Subject

Goal 1: Improve the percentage of students who have the skills and knowledge to graduate from high school prepared for success in college and/or career.

### Goal Statement

East Avenue students will improve CAASPP scores in English and Math across all grade levels by 5%, with a particular focus on the improvement of scores among our Hispanic student group.

### Basis for this Goal

- Too few East Avenue students are demonstrating grade level proficiency in Math and English. These metrics are core predictors of preparedness for high school, college, and career.
- Our Hispanic student group' Math and English proficiency rates are well below the school's overall rates.
- Our EL student group has our lowest proficiency rates in Math and English.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Math and English CAASPP proficiency rates for 8th graders and 7th graders will rise over the cohort's rates in 2022-23. In other words, the 8th graders in 2023-24 will outperform their 2022-23 rates in 7th grade and the 7th graders in 2023-24 will outperform their rates in 6th grade.	In English, the following percentages of students performed as proficient or above in 2022-23:  6th grade- 64.4% 7th grade- 57.8%  In Math, the following percentages of students performed as proficient or above in 2022-23:  6th grade- 43.9% 7th grade- 40%  In English, 46% of Hispanic students, across all grade levels, scored as proficient or above.  In Math, 27% of Hispanic students, across all grade levels, scored as proficient or above.	On the 2023-24 CAASPP, scores will increase by 5% (or above) as follows:  English  7th grade- 70% or above 8th grade- 63% or above  Math  7th grade- 49% or above 8th grade- 45% or above  In English, 51% of Hispanic students, across all grade levels, will score as proficient or above.  In math, 32% of Hispanic students, across all grade levels, will score as proficient or above.
Special attention will be paid to increase the proficiency rates of our Hispanic student group, as this group's rates have consistently been well below the school's overall rates.		
District Writing Assessment proficiency for 8th graders and 7th graders will increase over the cohort's percentage in 2022-23.	On the District Writing Assessment, the following percentages of students showed proficiency in 2022-23:  6th grade- 55% 7th grade- 47% 8th grade- 43%	On the 2023-24 District Writing Assessment, proficiency will increase by 5% (or above) as follows:  7th grade- 60% 8th grade- 52%  On our 2023-24 District Math final exams, proficiency will increase by 5% (or above) as follows:

Metric/Indicator	Baseline	Expected Outcome
District Math Final Exam scores will increase for 8th graders and 7th graders over the cohort's percentage in 2022-23.	On our District Math final exams, the following percentages of students performed as proficient or above in 2022-23:  6th grade- 28% 7th grade- 22%	7th grade- 33% 8th grade- 27%

## Planned Strategies/Activities

### Strategy/Activity 1

Continue implementation of an Advancement Via Individual Determination (AVID) elective course and AVID sitewide strategies

#### Students to be Served by this Strategy/Activity

AVID levels the playing field for students without a college-going tradition in their families; it targets students in the academic middle--B, C, and even D students--who have the desire to go to college and the willingness to work hard. A special effort is made to identify promising students from our Hispanic student groups for the AVID elective course. In addition, the teacher assigned to the AVID elective is fluent in Spanish. Additionally, AVID Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) is a schoolwide instructional approach being taken at East Avenue that places students at the center of their learning by empowering them to take ownership and agency of their thinking and learning.

#### Timeline

This course was mapped out and added to the master schedule in late 2021-22. Intensive training was provided to the AVID teacher over the summer of 2022. Sitewide WICOR strategies are designed to be rolled out as the 2023-24 school year progresses, with presentations during the November 1, 2023 Professional Development Day as well as during built-in Wednesday collaboration time throughout the school year.

#### Person(s) Responsible

Administration, site counselor, AVID elective teacher, certificated staff

#### Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	Admin. discretionary
Budget Reference	4000-4999: Books And Supplies
Description	Planners, pens, and other classroom materials for the AVID elective.
Amount	2,750
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Continued training for our AVID elective teacher to continue with her AVID learning, including WICOR strategies that can then be shared with the faculty.

## Strategy/Activity 2

Send a cohort of East Avenue Middle School ELA teachers to the Off2Class training being provided through our District.

### Students to be Served by this Strategy/Activity

English Learners

### Timeline

Throughout the 2023-24 school year (the first training was held in August 2023; other dates TBD).

### Person(s) Responsible

Site administrators, working with the District Curriculum Department

### Proposed Expenditures for this Strategy/Activity

#### Amount

0

#### Description

Off2Class is an ELD Teacher Toolkit that helps teachers in supporting EL students in general education classrooms. EL students can be working on the online lessons while English Only (EO) students are involved in other online activities.

## Strategy/Activity 3

Send a cohort of East Avenue Middle School teachers and the site administrators to the E.L. Achieve training being provided through our District.

### Students to be Served by this Strategy/Activity

All students

### Timeline

June - December 2023. Specific training dates for teacher cohort are 9/26, 9/27, 10/25, 11/7, and 12/6. Specific training days for site admin are 6/16, 10/24, and 12/5.

### Person(s) Responsible

Site administrators, working with the District Curriculum Department

### Proposed Expenditures for this Strategy/Activity

#### Amount

0

#### Description

EL Achieve training is focused on the use of explicit language instruction to support grade-level content learning in English (Integrated ELD). Analysis of the language demands becomes part of lesson planning so that both language and content goals are considered and the Off2Class training also being provided through our District.

#### Description

Our District is funding both the training and the cost of substitutes needed for teachers to attend.

## Strategy/Activity 4

Development of essential standards and common assessments, as well as course-alike analysis of formative assessment data and student work products to inform instruction. Grade level math (Grade 6, Grade 7, Grade 8) Professional Learning Communities (PLCs) will also focus on the teaching of those essential standards with which students struggled the most on 2022-23 math finals.

### Students to be Served by this Strategy/Activity



All students

### Timeline

2023-24 school year

### Person(s) Responsible

Site administration and certificated staff.

### Proposed Expenditures for this Strategy/Activity

Amount

0

Description

Weekly built-in collaboration time will be used for this purpose. No additional funds are needed.

### Strategy/Activity 5

After-school Homework Hall

### Students to be Served by this Strategy/Activity

All students

### Timeline

2023-24 school year

### Person(s) Responsible

Site administrators

### Proposed Expenditures for this Strategy/Activity

Amount

2,500

Source

Admin. Gift account

Budget Reference

0000: Unrestricted

Description

Hourly pay for staff members to provide oversight of Homework Hall, which provides time for students to complete their homework before they head home for the day.

### Strategy/Activity 6

Fund a bilingual aide to work with EL students in core instruction

### Students to be Served by this Strategy/Activity

ELs

### Timeline

2023-24 school year

### Person(s) Responsible

Principal

### Proposed Expenditures for this Strategy/Activity

<b>Amount</b>	37,625.00
<b>Source</b>	LCFF - Supplemental
<b>Budget Reference</b>	2000-2999: Classified Personnel Salaries
<b>Description</b>	Fund aide for 25 hours per week at \$28.28/hr

# Goals, Strategies, & Proposed Expenditures

## Goal 2

### Subject

Goal 2: Provide an engaging, clean, healthy, and physically and emotionally safe environment to support learning at the highest levels.

### Goal Statement

Continue Implementation of Tier 1 of our Positive Behavioral Interventions and Supports (PBIS) system to establish a positive student culture and individualized behavior supports necessary to create a safe and effective learning environment for all students. Tier 1 PBIS emphasizes modeling, teaching, and acknowledging positive social, emotional, and behavioral (SEB) skills.

### Basis for this Goal

- East Avenue's suspension rate
- Percent of East Avenue students reporting positive Teacher-Student Relationships via our Panorama survey
- Our District-wide 2023-24 goal of eradicating profanity, vulgarity, and hate speech on LVJUSD campuses
- East Avenue's attendance rate

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<ul style="list-style-type: none"><li>• East's suspension rate</li><li>• Percent of students reporting Positive Teacher-Student Relationships via our Panorama Survey</li><li>• Percent of teachers who feel that problem behaviors (failure to meet expected behaviors) are defined clearly.</li><li>• East's attendance rate</li></ul>	<ul style="list-style-type: none"><li>• East had a 7.3% suspension rate in 2022-23, 1% over our District middle school average</li><li>• 54% of East students reported positive teacher-student relationships in 2022-23</li><li>• East Avenue's PBIS Self-Assessment Survey (SAS) for teachers of 5/26/23 shows 17% of teachers feel that "problem behaviors are defined clearly" is in place, 71% feel it is partially in place, and 13% feel it is not in place.</li><li>• East Avenue had an attendance rate of 92.2% in 2022-23, up from 91.5% in 2021-22.</li></ul>	<ul style="list-style-type: none"><li>• Reduce East's suspension rate by a minimum of 2% to 5.3% or lower</li><li>• Increase percent of East students who report positive teacher-student relationships by 16% to 70%</li><li>• An improvement on the PBIS SAS assessment for teachers of "problem behaviors are defined clearly" such that 90% of teachers feel it is in place.</li><li>• Increase East's attendance rate by 5% to 97%.</li></ul>

### Planned Strategies/Activities

## Strategy/Activity 1

By December 2023, we will update all existing PBIS matrices to include our District's vulgarity, profanity, and hate-motivated behavior considerations and will present to our faculty our District-wide presentation on "Hate-free Profanity-Free Language," which provides definitions, Board policy, impacts, use of our existing PBIS framework, strategies, and resources for addressing such language at the Tier 1 level.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August - December 2023

### Person(s) Responsible

PBIS Coordinator, PBIS Team, Site Administrators, and Faculty

### Proposed Expenditures for this Strategy/Activity

Amount	275
Source	Admin. Gift account
Budget Reference	4000-4999: Books And Supplies
Description	Posters that reflect the updated PBIS matrices

## Strategy/Activity 2

School will have clear definitions for problem behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems and will include in the Tier 1 Handbook and share with staff.

### Students to be Served by this Strategy/Activity

All Students

### Timeline

August - December 2023

### Person(s) Responsible

PBIS Coordinator, PBIS Team, Site Administrators, and Faculty

### Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No expenditures beyond staff salaries

## Strategy/Activity 3

We will embed monthly PBIS professional development within faculty meetings that focuses on (a) teaching schoolwide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. This PD plan will promote student success by helping teachers refine practices that will support behavior as well as develop an understanding of the impact of mental health on behavior.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

August - December 2023

**Person(s) Responsible**

PBIS Coordinator, PBIS Team, Site Administrators, and Faculty

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0

**Description**

No expenditures beyond staff salaries

**Strategy/Activity 4**

Faculty will be shown discipline data and academic outcome data (e.g. curriculum-based measures, state tests, etc.) monthly and will provide feedback on Tier 1 practices within the past 12 months. We will use Schoology groups to push out data and staff surveys for feedback on schoolwide expectations, classroom practices, and acknowledgements.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

2023-24 School Year

**Person(s) Responsible**

PBIS Coordinator, PBIS Team, Site Administrators, and Faculty

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0

**Description**

No expenditures beyond staff salaries

**Strategy/Activity 5**

Send messages to parents/guardians about the importance of student attendance

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

2023-2024 School Year

**Person(s) Responsible**

Principal

**Proposed Expenditures for this Strategy/Activity**

**Amount**

0

<b>Description</b>	Principal will send monthly messages via Blackboard and via the Principal's Monthly Newsletter ("On the Avenue") regarding research on relationship between attendance and student achievement.
<b>Amount</b>	500
<b>Source</b>	Admin. Gift account
<b>Budget Reference</b>	4000-4999: Books And Supplies
<b>Description</b>	Reinstitute "Perfect Attendance Award" on a trimester basis, including a certificate at the end of the school year.

# Goals, Strategies, & Proposed Expenditures

## Goal 3

### Subject

Enhance parent and community engagement and communication.

### Goal Statement

Increase communication between the school and parents/guardians/community members in support of student achievement

### Basis for this Goal

- Research shows that the more parents and teachers/administrators share relevant information with each other about a student, the better equipped both will be to help that student achieve academically.
- Strong family engagement is linked to increased student achievement, reduced absenteeism, and higher graduation rates.

### Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
<ul style="list-style-type: none"><li>• Principal newsletter to parents, which will include ways to get involved in Boosters, ELAC, SSC, volunteering, etc.</li><li>• East maintenance of Schoology learning platform home pages.</li><li>• East maintenance of school website</li><li>• Faculty members and administrators to send positive messages home regarding students</li><li>• Parent groups to be asked for input as well as surveys to be send to parents/guardians in general</li></ul>	<ul style="list-style-type: none"><li>• Regular newsletters were sent out during the 2022-23 school year, which included ways for parents to get involved.</li><li>• All East teachers maintain Schoology home page so students and parents/guardians can view up-to-date assessments and grades of each of their classes and also communicate with their teachers.</li><li>• The East Avenue website will include a link for feedback on how the site can be improved.</li><li>• Currently, no concerted effort to send home positive, encouraging messages.</li><li>• Parent/guardian input is sought during parent group meetings and via survey.</li></ul>	<ul style="list-style-type: none"><li>• Principal to continue sending newsletter to parents/guardians, monthly at a minimum. Newsletters to include ways to get involved, such as Boosters, SSC, ELAC, volunteering, etc.</li><li>• Teachers will continue to maintain Schoology home pages so that students and parents can view up-to-date assignments, assessments, and grades for each of their classes and also communicate with teachers. Student grades will be updated by teachers no less often than every two weeks, beginning the 4th week of each new trimester.</li><li>• Feedback on how to improve school website will be collected, reviewed, and acted on as appropriate.</li><li>• Each faculty member to send three positive</li></ul>

Metric/Indicator	Baseline	Expected Outcome
		<p>messages per week to parents/guardians regarding their student, and in particular how the student is supporting the Dolphin Way: Be Respectful, Be Responsible, Be Safe.</p> <ul style="list-style-type: none"> <li>Continue to obtain parent/guardian input on various topics/issues via parent groups and surveys. Minimum of one survey per trimester to be sent.</li> </ul>

## Planned Strategies/Activities

### Strategy/Activity 1

Principal to send "On the Avenue" newsletter to parents/guardians monthly at a minimum. Newsletter to include ways to get involved, such as Boosters, SSC, ELAC, volunteering, etc.

#### Students to be Served by this Strategy/Activity

All students (via parents/guardians)

#### Timeline

2023-24 School Year

#### Person(s) Responsible

Principal

#### Proposed Expenditures for this Strategy/Activity

Amount

0

Description

No cost associated. Newsletter sent via Blackboard and posted on school website.

### Strategy/Activity 2

Teachers will continue to maintain Schoology home pages so that students and parents can view up-to-date assignments, assessments, and grades for each of their classes and also communicate with teachers. Student grades will be updated by teachers no less often than every two weeks, beginning the 4th week of each new trimester.

#### Students to be Served by this Strategy/Activity

All students (and parents/guardians)

#### Timeline

2023-24 School Year



**Person(s) Responsible**

Site Administrators, Teachers

**Proposed Expenditures for this Strategy/Activity**

Amount

0

Description

No associated expenditures.

**Strategy/Activity 3**

Each faculty member to send three positive messages per week to parents/guardians regarding their student, and in particular how the student is supporting the Dolphin Way: Be Respectful, Be Responsible, Be Safe.

**Students to be Served by this Strategy/Activity**

All students

**Timeline**

2023-24 school year

**Person(s) Responsible**

School administrators and faculty

**Proposed Expenditures for this Strategy/Activity**

Amount

0

Description

No associated expenditures. The messages are to be prepared and sent during the last 7 minutes of weekly built-in collaboration time.

**Strategy/Activity 4**

Continue to obtain parent/guardian input on various topics/issues via parent groups and surveys.

**Students to be Served by this Strategy/Activity**

All students (via parents/guardians)

**Timeline**

2023-24

**Person(s) Responsible**

School administrators

**Proposed Expenditures for this Strategy/Activity**

Amount

0

Description

No associated expenditures. Surveys will be sent out via Google.

**Strategy/Activity 5**

The East Avenue website will include a link for feedback on how the site can be improved. Feedback will be reviewed twice per month.

**Students to be Served by this Strategy/Activity**

All Students

**Timeline**

2023-24 School Year

**Person(s) Responsible**

Principal and Webmaster

**Proposed Expenditures for this Strategy/Activity**

<b>Amount</b>	0
<b>Description</b>	No cost

# Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$2,750
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	44,650.00

## Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$65,300	65,300.00
LCFF - Supplemental	\$37,625	0.00
Title II Part A: Improving Teacher Quality	\$2,750	0.00
Other	\$9,900	9,900.00

## Expenditures by Budget Reference

Budget Reference	Amount
	0.00
0000: Unrestricted	2,500.00
1000-1999: Certificated Personnel Salaries	2,750.00
2000-2999: Classified Personnel Salaries	37,625.00
4000-4999: Books And Supplies	1,775.00

## Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
4000-4999: Books And Supplies	Admin. discretionary	1,000.00
0000: Unrestricted	Admin. Gift account	2,500.00
4000-4999: Books And Supplies	Admin. Gift account	775.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	37,625.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,750.00

# 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
- 4 Parent or Community Members
- 1 Secondary Students

Name of Members	Role
Helen Gladden	Principal
Magdalena Romero	Other School Staff
Cathy Kirst	Classroom Teacher
Robert Olds	Classroom Teacher
Diane Lowery	Classroom Teacher
Laine Pascall	Parent or Community Member
Shake Sulikyan	Parent or Community Member
Andrea Tapia	Parent or Community Member
Dawn Wantroba	Parent or Community Member
Camia Becerra	Secondary Student

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

# Recommendations and Assurances

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

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

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

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

Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: School Site Council

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 10/18/23.

Attested:

Principal, Helen Gladden on 10/18/23
SSC Chairperson, on 10/18/23

# Addendum

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For questions related to specific sections of the template, please see instructions below:

## Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at [TITLEI@cde.ca.gov](mailto:TITLEI@cde.ca.gov).

## Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

## Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

## Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

## Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

## Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.



A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

## **Students to be Served by this Strategy/Activity**

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

## **Proposed Expenditures for this Strategy/Activity**

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

## **Annual Review and Update**

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

### **Annual Measurable Outcomes**

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

### **Strategies/Activities**

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

## **Analysis**

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

## Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

### Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

### Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

# **Appendix A: Plan Requirements for Schools Funded Through the ConApp**

## **Basic Plan Requirements**

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

## Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
  - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
  - b. use effective methods and instructional strategies based on scientifically based research that
    - i. strengthen the core academic program in the school;
    - ii. provide an enriched and accelerated curriculum;
    - iii. increase the amount and quality of learning time;
    - iv. include strategies for meeting the educational needs of historically underserved populations;
    - v. help provide an enriched and accelerated curriculum; and
    - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
  - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
    - i. strategies to improve students' skills outside the academic subject areas;
    - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
    - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
    - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
    - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
  - a. strategies to attract highly qualified teachers;
  - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
  - c. the devotion of sufficient resources to effectively carry out professional development activities; and
  - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
  - a. Ensure that those students' difficulties are identified on a timely basis; and
  - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

## **Appendix B: Select State and Federal Programs**

### **Federal Programs**

Title I, Part A: School Allocation  
Title I, Part A: School Parent and Family Engagement Allocation  
Title I, Part A: Targeted Support and Improvement Allocation  
Title I, Part C: Education of Migratory Children  
Title II, Part A: Supporting Effective Instruction  
Title III, Part A: Language Instruction for English Learners and Immigrate Youth  
Title IV Part A: Student Support and Academic Enrichment Grants  
Title IV Part B: 21st Century Community Learning Centers  
Title V, Part B: Rural Education Initiative  
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

### **State or Local Programs**

After School Education and Safety Program  
American Indian Education  
Child Development Programs  
Economic Impact Aid/State Compensatory Education (carryover funds)  
Economic Impact Aid/Limited English Proficient (carryover funds)  
California Foster Youth Services  
California Partnership Academies  
California Tobacco-Use Prevention Education Program

# Appendix C: Centralized Services for Planned Improvements in Student Performance

## Centralized Services for Planned Improvements in Student Performance

### Centralized Services/Expenditures for 2023-2024 State and Federally – Funded Categorical Programs

#### **Title I, Part A, Improving the Academic Achievement of the Disadvantaged:**

Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.

- *Funds are allocated for kinder readiness, supplemental Intervention and summer programs for targeted students, homeless students.*
- **Supporting our District SPSA Goals.**
- \$98,677

#### **Title II, Part A, Preparing, Training, and Recruiting High Quality Teachers and Principals:**

Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.

- *Funds are used for staff development for new teacher support, to Improve teacher and principal quality*
- **supporting our District SPSA Goals.**
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$138,502

#### **Title III, Language Instruction for Limited English Proficient (LEP):**

Provides funding for supplementary programs and services for LEP and immigrant students. Programs must provide staff development opportunities to school staff assigned to LEP student populations. Funds may also be used for parental involvement and related LEP student program activities. *Supplemental materials to support immigrant and EL students.*

- *Partially funds Districtwide ELD Coordinator, Community Liaison, and Instructional Assistant*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, supporting our District SPSA Goals.*
- \$157,783

#### **Title IV-A, Student Support and Academic Enrichment:**

Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.

- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, supporting our District SPSA Goals.*
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- \$34,456

## Appendix D: Programs Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, if applicable, enter amounts allocated. The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. The totals on these pages should match the cost estimates in Form A and the school's allocation from the ConApp.

<b>Federal Programs</b>		<b>Allocation</b>
	<b>Title I, Part A: Allocation</b> Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	<b>Title II, Part A: Improving Teacher Quality</b> Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,750
<b>Total amount of federal categorical funds allocated to this school</b>		\$2,750

<b>State Programs</b>		<b>Allocation</b>
X	<b>Local Control Funding Formula (LCFF) Base</b> Purpose: Support the needs of all students and student groups	\$65,300
X	<b>Local Control Funding Formula (LCFF) Supplemental</b> Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$37,625
<b>Total amount of federal categorical funds allocated to this school</b>		\$102,925

<b>Local Funding</b>		
X	<b>Technology Funds – Local Parcel Tax</b>	\$9,900

## Appendix E: Planned Improvements in Student Performance

### LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

**Projected LCFF Supplemental Funds \$37,625**

The Local Control Accountability Plan (LCAP) designates funds be provided to sites, based on an unduplicated student formula, to be used to address site specific needs targeted to low income, English Learner, foster youth, and at-risk students for specific supports necessary to meet the LCAP Goal #1: *Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.*

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged, English Learner and/or Foster Students	Timeline	Person(s) Responsible	Estimated Cost	Target Population
<u>Improvements or enhancement in instruction:</u>  Improvements or enhancement in instruction:  Bilingual Aide- math support for English Learners (EL)	2023-2024	Principal	37,625	<ul style="list-style-type: none"> <li>Socio-econ. Disadvantaged</li> <li>English Learner</li> <li>Foster Youth</li> </ul>
<u>Total:</u>			37,625	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> <li>Socio-econ. Disadvantaged</li> <li>English Learner</li> <li>Foster Youth</li> </ul>
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> <li>Socio-econ. Disadvantaged</li> <li>English Learner</li> <li>Foster Youth</li> </ul>
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> <li>Socio-econ. Disadvantaged</li> <li>English Learner</li> <li>Foster Youth</li> </ul>
<u>Grand Total:</u>			37,625	



## **Appendix H**

### **Livermore Valley Joint Unified School District Technology Funding Plan – ALL SITES Technology Funds:**

#### **PROGRAM DESCRIPTION:**

Students have currently all been assigned chromebooks. Student receive one in kindergarten and are upgraded to a newer model in 7th grade.

- Staff development will include a focus on digital literacy in support of student engagement.
- Provide teachers with new laptops, document cameras, and projectors. Based on staff interest, a five year plan to upgrade devices from PCs to Macs for all interested site staff has been approved.