

School Year: **2020-21**



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.

School Name	East Avenue Middle School
Address	3951 East Avenue Livermore, CA 94550
County-District-School (CDS) Code	01-61200-60012452
Principal	Jesse Hansen
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	October 21, 2020
Schoolsite Council (SSC) Approval Date	October 21, 2020

Local Board Approval Date

November 10, 2020

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 tuition-free, 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 informs our teaching strategies, and the faculty actively collaborates 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.

East Avenue has a 2020-2021 enrollment of approximately 586 students. Our population reflects the demographics of Livermore at 41% White, 37% Hispanic or Latino, 9% Asian, 2% African-American. 10% report two or more races. 11% percent of our students are English learners (EL), 18% are students with disabilities (SWD), and 34% are socioeconomically disadvantaged (SED).

East Avenue operates on a 6-period schedule. To accommodate students who wish to take electives that do not fit into their six-period day, we offer several classes before school during zero period. In 2020-21, we are offering zero period classes in physical education and science.

Built in 1958, East Avenue's mid-century exterior belies the facilities and innovative programs housed within. We have a computer lab; a low student to Chromebook ratio; a well-equipped Science, Technology, Engineering, and Mathematics (STEM) facility; an exceptional library; and very clean grounds. Our state-of-the-art electronic marquee keeps the community informed of what is happening "On the Avenue." Our new building, supported by funds raised as part of Bond Measure J, is coming along nicely and is projected to be completed near the end of the current school year. East Avenue is grateful to the community for passing this bond measure in support of students.

The 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 and computer animation), strength and conditioning, study hall, and leadership. Special interest clubs and intramural athletics (when the school is allowed to host them again in the current Coronavirus environment) round out our offerings.

While our 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 (CSS). 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 2020-2021 school year, we will continue to work on engaging students in evidence-based conversations about literary and informational text; working with students to produce narrative writing that incorporates effective techniques, well-chosen details, and well-structured event sequences; and increasing 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 vocabulary to justify their conclusions and communicate to others.

We will continue implementing the Multi-Tiered Systems of Support (MTSS) to ensure all students are given high-quality instruction and support in the areas of behavior, academics and social emotional development. Significant effort will go into ensuring that the development of PBIS strategies, now entering the third year of implementation, continues in spite of the challenges of distance learning .

School Profile

- How the Instructional Leadership Team coaches and supports staff with the implementation of the State standards

Our Instructional Leadership Team (ILT) is comprised of six 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 California State Standards (CSS), 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.

This year, much of the ILT's efforts will shift towards supporting teachers with the technological and engagement challenges that have arisen as part of distance learning.

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

The ILT will continue to facilitate professional learning opportunities for staff during the 2020-2021 school year and will focus on updating essential State standards, 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've already learned it?

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

Distance learning, while a great challenge, also offers some opportunities. Daily prep time will increasingly allow teachers to meet in smaller teams. These smaller teams will be able to review assessment of students, reflect on relevant data, and plan for multi-tiered systems of support. In addition, site certificated staff will continue to meet every Wednesday in grade-level or content-area teams, collaborating and developing capacity in support of student progress. Much of this PD time will be devoted to problems associated with distance learning until school returns to normal sessions. PD topics will include best practices for virtual classrooms and virtual assessment on State standards. 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

Eleven percent of East Avenue students are English Learner (EL). We provide daily English Language Development core (English and social studies) classes that support students in developing their English language abilities during read alouds, classroom discussions, and student presentations. Our bilingual aide supports a number of EL students in other subject areas including math and science. Each EL student takes the English Language Proficiency Assessments of California (ELPAC) to determine their progress in English Language Development (ELD). A special effort is necessary this year to identify supports for the small number of East Avenue students with the lowest level of English proficiency. This effort will include aligning schedules to focus available supports, and identifying educational technologies and social emotional supports designed for these students.

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

In a normal year, 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. Parent orientation meetings during Pathways to a Bright Future event with the administrative team help pave the way for a smooth transition to middle school. Students also visit East Avenue during our Dolphin Day orientation in August to further acquaint themselves with the campus and staff. These interventions were significantly

abridged due to the COVID-19 pandemic environment at the end of last year. Should distance learning hold through this school year, new forms of transitional support will be necessary.

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. As stated above, this program was abridged due to the pandemic. Alternatives may be necessary this year to foster a smooth transition.

- Strategies and services used to increase parent/family/community involvement/education and increase opportunities for them to have a voice in making decisions that effect 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 Booster Club provides significant financial support for classroom enrichment activities, technology, our library, and a variety of programs including drama, music, sports, and homework club. 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, in addition to a Child Welfare and Attendance (CWA) Specialist. These community resources enable us to better provide in-depth social, emotional, and academic counseling to our students, and to increase communication with their parents/guardians.

We utilize many means of communication to engage parents in supporting student progress. Teachers use the Schoology web-based information system to not only 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-care are distributed midway through each trimester. Informal meetings between teachers and parents/guardians and formal Section 504 Plans, Individual Education Plans (IEP), Student Attendance Review Teams (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, 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 from all languages. Efforts will also be made this year to keep parents informed in new ways, necessitated by the COVID-19 pandemic. Virtual grade-level meetings with parent groups and site administrators, counselor, and teachers were valuable to foster a sense of community at the start of the 2020-21 school year. Additional efforts, such as a digital Back to School night and virtual events to connect the school community around holidays and other special occasions will all be pioneered this year.

Stakeholder 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 2019-2020 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 2020-21 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, the 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		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.46%	0.31%	0.15%	3	2	1
African American	1.23%	1.54%	1.39%	8	10	9
Asian	7.87%	7.4%	5.86%	51	48	38
Filipino	2.31%	3.08%	2.16%	15	20	14
Hispanic/Latino	30.56%	30.66%	32.1%	198	199	208
Pacific Islander	%	0.15%	0.15%		1	1
White	48.61%	47.3%	47.38%	315	307	307
Multiple/No Response	%	%	10.49%			2
Total Enrollment				648	649	648

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Grade 5		1	
Grade 6	235	208	220
Grade 7	202	238	194
Grade 8	211	202	234
Total Enrollment	648	649	648

Conclusions based on this data:

1. The Hispanic/Latino population at East continues to rise, while the White and Asian population has declined slightly. Overall, the number of students has remained constant.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	54	61	72	8.3%	9.4%	11.1%
Fluent English Proficient (FEP)	108	101	100	16.7%	15.6%	15.4%
Reclassified Fluent English Proficient (RFEP)	35	10	3	64.8%	18.5%	4.9%

Conclusions based on this data:

1. Three students were reclassified during the 2019-20 school year, despite a rise in the total number of English Learners. This calls for a deeper look into the reasons for this decline. Are students increasingly joining the school with lower levels of English proficiency or is a change in the delivery of EL services necessary?
2. There is a rapid rise in the size of the English Language learner population at East. This speaks to a need for increased attention and resources for EL programs, as well as analysis of any commonalities among the new students.

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*			
Grade 6	190	233	200	188	233	198	188	233	198	98.9	100	99
Grade 7	206	200	236	203	197	233	203	197	233	98.5	98.5	98.7
Grade 8	243	209	203	237	208	200	237	208	199	97.5	99.5	98.5
All Grades	639	642	640	628	638	631	628	638	630	98.3	99.4	98.6

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*			*			*
Grade 6	2540.	2543.	2541.	16.49	22.75	22.22	42.02	34.33	38.89	25.00	24.03	19.70	16.49	18.88	19.19
Grade 7	2595.	2574.	2578.	24.14	24.37	25.32	51.23	40.61	38.20	15.76	16.24	21.46	8.87	18.78	15.02
Grade 8	2588.	2616.	2573.	23.63	33.17	20.60	40.93	42.31	33.67	18.14	11.54	24.62	17.30	12.98	21.11
All Grades	N/A	N/A	N/A	21.66	26.65	22.86	44.59	38.87	36.98	19.43	17.55	21.90	14.33	16.93	18.25

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 5			*			*			*	
Grade 6	27.13	25.75	23.74	51.60	48.07	50.51	21.28	26.18	25.76	
Grade 7	38.92	32.99	32.62	49.75	41.62	46.78	11.33	25.38	20.60	
Grade 8	34.60	45.19	31.66	43.88	37.98	39.70	21.52	16.83	28.64	
All Grades	33.76	34.33	29.52	48.09	42.79	45.71	18.15	22.88	24.76	

Writing Producing clear and purposeful writing										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 5			*			*			*	
Grade 6	27.66	34.33	30.30	52.13	41.20	52.02	20.21	24.46	17.68	
Grade 7	46.31	42.13	41.20	42.86	43.65	39.91	10.84	14.21	18.88	
Grade 8	36.71	42.31	27.14	43.88	46.63	53.77	19.41	11.06	19.10	
All Grades	37.10	39.34	33.33	46.02	43.73	48.10	16.88	16.93	18.57	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*
Grade 6	19.15	18.88	21.21	64.36	69.53	61.11	16.49	11.59	17.68
Grade 7	20.69	20.81	17.60	70.94	61.93	70.39	8.37	17.26	12.02
Grade 8	24.89	30.77	19.10	63.29	60.10	65.83	11.81	9.13	15.08
All Grades	21.82	23.35	19.21	66.08	64.11	66.03	12.10	12.54	14.76

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*
Grade 6	24.47	33.05	31.82	58.51	50.64	51.52	17.02	16.31	16.67
Grade 7	43.84	34.01	36.91	48.77	47.21	49.36	7.39	18.78	13.73
Grade 8	35.44	48.08	32.66	45.57	43.27	43.22	18.99	8.65	24.12
All Grades	34.87	38.24	33.97	50.48	47.18	48.10	14.65	14.58	17.94

Conclusions based on this data:

- (Due to the COVID-19 pandemic, no CAASPP data is available for 2019-20. As a result, the previous analysis holds.)

The overall percentage of students in sixth grade from 17-18 to 18-19 school year improved with 59% scoring at standards exceeded and standards met range. The percentage of students scoring standards nearly met decreased from 24% in the 17-18 school year to 21% during 18-19.

Students are assessed in four claim areas in English/Language Arts: reading, writing, listening, and research/inquiry:

 - In reading, 24% scored Above Standard (2% decrease from 2017-2018), 50% scored At/Near Standard (2% increase) and 26% scored Below Standard (remained the same).
 - In writing, 24% scored Above Standard (10% decrease from 2017-2018), 56% scored At/Near Standard (15% increase) and 20% scored Below Standard (4% decrease).
 - In listening, 21% scored Above Standard (2% increase 2017-2018), 61% scored At/Near Standard (8% decrease) and 18% scored Below Standard (6% decrease).
 - In research/inquiry, 32% scored Above Standard (1% decrease from 2017-2018), 51% scored At/Near Standard (1% increase) and 17% scored Below Standard (1% increase).
- Analyzing data of the cohort of children who were in sixth grade in 2017-2018, then in seventh grade during the 2018-2019 school year, this number of students meeting standards improved by 7%.

However, the data provided compares seventh grade students from 2017-2018 to seventh graders from 2018-2019. Based on that, the overall percentage of students in seventh grade from 17-18 to 18-19 school year declined by approximately 2%. Sixty-four percent of students scored at standards exceeded and standards met range compared to 66% the previous year. The percentage of students scoring standards nearly met increased from 34% in the 17-18 school year to 36% during 18-19.

Students are assessed in four claim areas in English/Language Arts: reading, writing, listening, and research/inquiry:

 - In reading, 33% scored Above Standard (no change from 2017-2018), 46% scored At/Near Standard (4% increase) and 21% scored Below Standard (4% decrease).

- In writing, 42% scored Above Standard (1% decrease from 2017-2018), 40% scored At/Near Standard (4% decrease) and 19% scored Below Standard (5% increase).
- In listening, 18% scored Above Standard (2% decrease from 2017-2018), 70% scored At/Near Standard (9% increase) and 12% scored Below Standard (4% decrease).
- In research/inquiry, 37% scored Above Standard (3% increase from 2017-2018), 49% scored At/Near Standard (2% increase) and 14% scored Below Standard (4% decrease).

3. Analyzing data of the cohort of children who were in seventh grade in 2017-2018, then in eighth grade during the 2018-2019 school year, the number of students meeting standards declined by 12%.

However, the data provided compares eighth grade students from 2017-2018 to eighth graders from 2018-2019. Based on that, the overall percentage of students in eighth grade from 17-18 to 18-19 school year declined by 21%. Fifty-four percent of students scored at standard exceeded and standard met range. The percentage of students scoring standard nearly met increased from 12% in the 17-18 school year to 24% during 18-19. The percentage of students scoring in the standard not met range also increased to 22%.

Students are assessed in four claim areas in English/Language Arts: reading, writing, listening, and research/inquiry:

- In reading, 32% scored Above Standard (12% increase from 2017-2018), 40% scored At/Near Standard (2% increase) and 28% scored Below Standard (9% increase).
- In writing, 27% scored Above Standard (15% decrease from 2017-2018), 54% scored At/Near Standard (8% increase) and 19% scored Below Standard (7% increase).
- In listening, 19% scored Above Standard (12% increase), 66% scored At/Near Standard (7% increase) and 15% scored Below Standard (5% increase).
- In research/inquiry, 32% scored Above Standard (15% decrease from 2017-2018), 43% scored At/Near Standard (remained the same) and 24% scored Below Standard (15% increase).

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*			
Grade 6	190	233	200	188	233	196	188	233	196	98.9	100	98
Grade 7	206	200	236	203	198	233	203	198	233	98.5	99	98.7
Grade 8	243	209	203	240	208	200	240	208	200	98.8	99.5	98.5
All Grades	639	642	640	631	639	629	631	639	629	98.7	99.5	98.3

* 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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*			*			*
Grade 6	2541.	2533.	2514.	20.74	18.45	18.88	25.53	22.32	16.84	35.11	37.77	30.61	18.62	21.46	33.67
Grade 7	2579.	2554.	2533.	30.05	26.26	19.31	28.08	23.23	19.31	24.63	27.78	28.76	17.24	22.73	32.62
Grade 8	2567.	2585.	2575.	25.42	32.69	32.50	19.17	20.19	14.00	27.92	17.79	21.50	27.50	29.33	32.00
All Grades	N/A	N/A	N/A	25.52	25.51	23.37	23.93	21.91	16.85	29.00	28.17	27.03	21.55	24.41	32.75

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 5			*			*			*	
Grade 6	29.79	21.89	21.43	42.02	46.78	36.22	28.19	31.33	42.35	
Grade 7	40.89	31.31	24.46	35.47	39.39	31.76	23.65	29.29	43.78	
Grade 8	30.00	36.54	36.00	36.25	29.33	29.50	33.75	34.13	34.50	
All Grades	33.44	29.58	27.19	37.72	38.81	32.43	28.84	31.61	40.38	

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*
Grade 6	22.34	19.74	19.39	55.32	44.21	45.41	22.34	36.05	35.20
Grade 7	37.44	25.76	24.89	44.83	48.48	39.91	17.73	25.76	35.19
Grade 8	27.92	38.46	33.50	45.83	41.35	35.00	26.25	20.19	31.50
All Grades	29.32	27.70	25.91	48.34	44.60	40.06	22.35	27.70	34.02

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 5			*			*			*
Grade 6	23.40	21.89	21.43	52.66	54.51	40.82	23.94	23.61	37.76
Grade 7	32.02	27.27	18.45	50.74	55.56	56.65	17.24	17.17	24.89
Grade 8	28.75	32.21	30.00	46.25	47.12	43.50	25.00	20.67	26.50
All Grades	28.21	26.92	23.05	49.60	52.43	47.54	22.19	20.66	29.41

Conclusions based on this data:

- (Due to the COVID-19 pandemic, no CAASPP data is available for 2019-20. As a result, the previous analysis holds.)

The overall percentage of students in sixth grade decreased to 36% scoring at standard exceeded and standard met range in 18-19 school year from the previous year. The percentage of students scoring standards nearly met decreased from 38% in the 17-18 school year to 31% during 18-19. The percentage of students scoring in the standard not met range increased from 22% in 17-18 to 34% in 18-19.

Students are assessed in three claim areas in Mathematics: concepts and procedures, problem solving and modeling/data analysis, communicating reasoning:

 - In concepts and procedures, 21% scored Above Standard (1% decrease), 36% scored At/Near Standard (11% decrease) and 42% scored Below Standard (11% increase).
 - In problem solving and modeling/data analysis, 19% scored Above Standard (1% decrease), 45% scored At/Near Standard (1% increase) and 35% scored Below Standard (1% increase).
 - In communicating reasoning 21% scored Above Standard (1% decrease), 41% scored At/Near Standard (13% decrease) and 38% scored Below Standard (14% increase).
- Analyzing data of the cohort of children who were in sixth grade in 2017-2018, then in seventh grade during the 2018-2019 school year, the number of students meeting standards declined by 2%.

However, the data provided compares seventh grade students from 2017-2018 to seventh graders from 2018-2019. Based on that, the overall percentage of students in seventh grade decreased to 39% scoring at standard exceeded and standards met range in 17-18 school year from the previous year . The percentage of students scoring standard nearly met and not met increased from 50% in the 17-18 school year to 61% during 18-19.

Students are assessed in three claim areas in Mathematics: concepts and procedures, problem solving and modeling/data analysis, communicating reasoning:

 - In concepts and procedures, 24% scored Above Standard (8% decrease), 32% scored At/Near Standard (7% decrease), and 44% scored Below Standard (15% increase).
 - In problem solving and modeling/data analysis, 25% scored Above Standard (1% decrease), 39% scored At/Near Standard (9% decrease), and 35% scored Below Standard (9% increase).
 - In communicating reasoning 19% scored Above Standard (11% decrease), 56% scored At/Near Standard (1% increase), and 25% scored Below Standard (8% increase).
- Analyzing data of the cohort of children who were in seventh grade in 2017-2018, then in eighth grade during the 2018-2019 school year, the number of students meeting standards declined by 4%.

However, the data provided compares eighth grade students from 2017-2018 to eighth graders from 2018-2019. Based on that, The overall percentage of students in eighth grade decreased to 46% scoring at standard exceeded and standard met range in 17-18 school year from the previous year . The percentage of students scoring standard nearly met and not met increased from 48% in the 17-18 school year to 54% during 18-19.

Students are assessed in three claim areas in Mathematics: concepts and procedures, problem solving and modeling/data analysis, communicating reasoning:

- In concepts and procedures, 36% scored Above Standard (no change from 2017-2018), 30% scored At/Near Standard (1% increase) and 34% scored Below Standard (1% decrease).
- In problem solving and modeling/data analysis, 34% scored Above Standard (4% decrease), 35% scored At/Near Standard (4% decrease) and 32% scored Below Standard (11% increase).
- In communicating reasoning 30% scored Above Standard (2% decrease), 44% scored At/Near Standard (3% increase) and 26% scored Below Standard (5% increase).

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade 6		1518.5		1529.5		1507.0		26
Grade 7		1574.9		1601.2		1547.9		25
Grade 8		1543.8		1546.6		1540.5		17
All Grades								68

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		26.92		30.77		34.62		7.69		26
7		36.00		32.00		28.00		4.00		25
8		17.65		52.94		11.76		17.65		17
All Grades		27.94		36.76		26.47		8.82		68

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		50.00		30.77		11.54		7.69		26
7		48.00		36.00		12.00		4.00		25
8		29.41		41.18		11.76		17.65		17
All Grades		44.12		35.29		11.76		8.82		68

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		0.00		26.92		53.85		19.23		26
7		20.00		32.00		28.00		20.00		25
8		11.76		23.53		35.29		29.41		17
All Grades		10.29		27.94		39.71		22.06		68

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		19.23		50.00		30.77		26
7		24.00		60.00		16.00		25
8		17.65		47.06		35.29		17
All Grades		20.59		52.94		26.47		68

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		65.38		26.92		7.69		26
7		84.00		16.00		0.00		25
8		70.59		17.65		11.76		17
All Grades		73.53		20.59		5.88		68

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		3.85		42.31		53.85		26
7		16.00		52.00		32.00		25
8		29.41		29.41		41.18		17
All Grades		14.71		42.65		42.65		68

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
6		7.69		80.77		11.54		26
7		8.00		88.00		4.00		25
8		5.88		76.47		17.65		17
All Grades		7.35		82.35		10.29		68

Conclusions based on this data:

- At East Avenue, 63 students took the ELPAC during the 2019-20 school year. 30% of students had an overall score of Level 4, 30% scored Level 3, 35% scored Level 2, and 5% scored Level 1. This was a slight increase in Level 4 scores and level 2 scores, and a slight decrease in level 3 and level 1 scores.
- At all grade levels, students perform better on the oral portion than the written portion, and are more proficient at listening and speaking than at reading or writing. A representative example is 8th grade students, with 85% scoring

in the top two levels of oral language versus only 30% in the written language category, and 75% and 90% in the top two categories of listening and speaking against 25% and 0% in the reading and writing categories.

School and Student Performance Data

Physical Fitness Test Results (PFT) 2018-19

% of students achieving the Healthy Fitness Zone

Grade 5	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 2	**	**	**
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	**	**	**
Body Composition	**	**	**
Abdominal Strength and Endurance	**	**	**
Trunk Extensor Strength and Flexibility	**	**	**
Upper Body Strength and Endurance	**	**	**
Flexibility	**	**	**

Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 201	22.9%	46.8%	69.7%
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	201	87.1%	8.5%
Body Composition	201	66.7%	16.4%
Abdominal Strength and Endurance	201	85.1%	14.9%
Trunk Extensor Strength and Flexibility	201	93.5%	6.5%
Upper Body Strength and Endurance	201	68.7%	31.3%
Flexibility	201	83.1%	16.9%

Physical Fitness Test Results (PFT) 2017-2018

% of students achieving the Healthy Fitness Zone

Grade 7	5 out of 6	6 out of 6	Combined 5/6 and 6/6
Total student tested = 199	25	45	70
	Total # of Students	% Within or above the Healthy Fitness Zone	% Needs Improvement
Aerobic Capacity	197	83	17
Body Composition	197	65	35

Abdominal Strength and Endurance	199	88	12
Trunk Extensor Strength and Flexibility	199	95	5
Upper Body Strength and Endurance	199	65	35
Flexibility	199	91	9

Conclusions based on this data:

1. Without 2019-20 data, due to a move to distance learning in March of 2020, it is impossible to assess year-over-year PFT for this SPSA report. If the distance learning situation remains, it may be necessary to seek alternative routes to measure student fitness performance.

California Healthy Kids Survey

Elementary Schools Grade 5:

Table

1. School Connectedness – sites will report percent of students Average reporting “Yes, most of the time” or “Yes, all of the time”	%	4.7
2. Feel Safe at School – sites will report percent of students Do you feel safe at school? Students reporting “Yes, most of the time” and “Yes, all of the time”	%	4.7
3. Students treated with respect – sites will report percent of students Do teachers and other grown-ups at school treat students with respect? Students reporting “Yes, most of the time” and “Yes, all of the time”	%	6.1

1.

2.

Middle Schools Grade 7 and High Schools Grades 9 and 11:

7th or 9th Grade

11th Grade

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. Between 2/3rds and 3/4s of students respond that they 'Agree' or 'Strongly Agree' with the baseline measurements listed above.

2. The format for reported scores has changed since 2018-29, making a direct comparison difficult. However, it appears that students report roughly the same level of connectedness (61% here versus 84% high/moderate in 2018/19). Feeling of safety rose from 46% to 68%, which is a major improvement. Caring adult relationships, as reported by students, fell from 82% to 76%.

School and Student Performance Data

Student Population

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

2019-20 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
649	30.8	9.4	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	61	9.4
Homeless	3	0.5
Socioeconomically Disadvantaged	200	30.8
Students with Disabilities	94	14.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	10	1.5
American Indian	2	0.3
Asian	48	7.4
Filipino	20	3.1
Hispanic	199	30.7
Two or More Races	62	9.6
Pacific Islander	1	0.2
White	307	47.3





Conclusions based on this data:

1. The population at East Avenue has remained relatively stable over the last several years. The English Learner population is increasing.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 422 479 453">English Language Arts</p>  <p data-bbox="297 506 368 531">Green</p>	<p data-bbox="673 422 950 453">Chronic Absenteeism</p>  <p data-bbox="768 506 849 531">Orange</p>	<p data-bbox="1177 422 1388 453">Suspension Rate</p>  <p data-bbox="1255 506 1326 531">Green</p>
<p data-bbox="251 621 414 653">Mathematics</p>  <p data-bbox="297 705 368 730">Yellow</p>		

Conclusions based on this data:

1. The East Avenue suspension rate is in the green and has improved significantly (it was in the orange in the 2018-19 school year).
2. English Language Arts, Mathematics, and Chronic Absenteeism remained in the same categories, year-over-year. Math and Chronic Absenteeism are areas in need of continued focus.

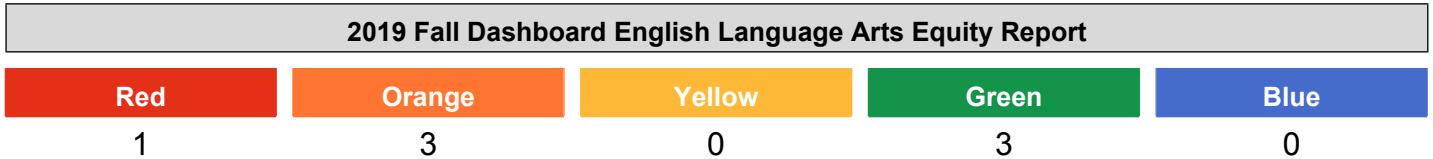
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p>  Green 18 points above standard Declined -10.9 points 613	<p>English Learners</p>  Orange 42.5 points below standard Declined -6.7 points 109	<p>Foster Youth</p>  No Performance Color 0 Students
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Orange 31.5 points below standard Declined -11.4 points 203	<p>Students with Disabilities</p>  Red 95.7 points below standard Declined -9.4 points 88

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 51 points above standard Declined Significantly -19 points 46	 No Performance Color 50.3 points above standard Increased ++9.3 points 19
Hispanic	Two or More Races	Pacific Islander	White
 Orange 33.1 points below standard Declined -10.4 points 187	 Green 54.7 points above standard Declined Significantly -20.5 points 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 37.8 points above standard Declined -9.5 points 292

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
101 points below standard Increased ++4.3 points 58	24 points above standard Increased ++9.4 points 51	27.9 points above standard Declined -11.7 points 458

Conclusions based on this data:

1. On the positive side, students on average were in the green category. English Language Arts is a strength at EAMS. Filipino students showed an improvement.
2. Of more concern, several groups are not fully participating in the success and overall scores have fallen across the board, year-over-year. Overall, there was a ten point student decline. This decline was especially impactful on Students with Disabilities, who are now in the Red category. Students who are socioeconomically disadvantaged , English Learners, White students and Hispanic/Latinx students all experienced declines.

School and Student Performance Data

Academic Performance Mathematics

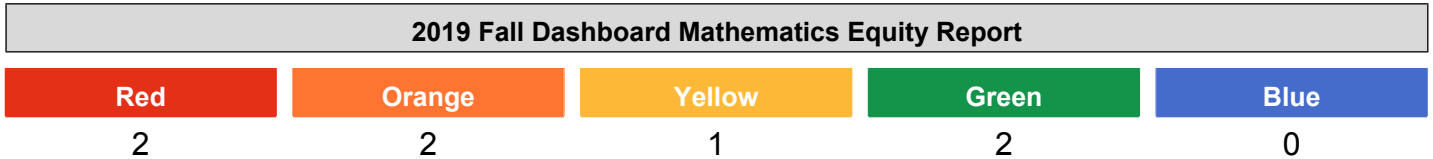
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest
Performance



Highest
Performance









This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
<p>All Students</p> <p>Yellow</p> <p>24.3 points below standard</p> <p>Declined Significantly -15.1 points</p> <p>611</p>	<p>English Learners</p> <p>Red</p> <p>96 points below standard</p> <p>Declined -11.4 points</p> <p>109</p>	<p>Foster Youth</p>
<p>Homeless</p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p> <p>Orange</p> <p>89.3 points below standard</p> <p>Declined Significantly -19.4 points</p> <p>201</p>	<p>Students with Disabilities</p> <p>Red</p> <p>143.3 points below standard</p> <p>Declined -14.7 points</p> <p>86</p>

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 8	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Green 37.7 points above standard Declined Significantly -30.2 points 46	 No Performance Color 2.4 points below standard Declined -4.3 points 19
Hispanic	Two or More Races	Pacific Islander	White
 Orange 85.7 points below standard Declined -14.6 points 186	 Green 14.2 points above standard Declined Significantly -34.1 points 59	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Yellow 0.7 points below standard Declined -11 points 291

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
148.2 points below standard Maintained -1.3 points 58	36.7 points below standard Maintained ++2.8 points 51	11.9 points below standard Declined Significantly -15.1 points 456

Conclusions based on this data:

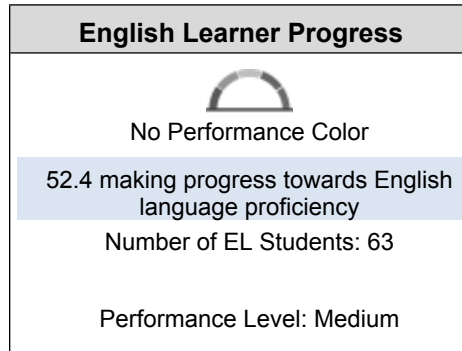
1. East Avenue is in the yellow category, overall, for math achievement. Math must be a significant area of focus.
2. All groups experienced declines, and many experienced significant declines. Hispanic students, students with disabilities, and EL students have scores most out of line with other students at East Avenue.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 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.

2019 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
28.5	19.0	14.2	38.0

Conclusions based on this data:

- English Learners continue to make progress and improve their scores on the ELPAC.

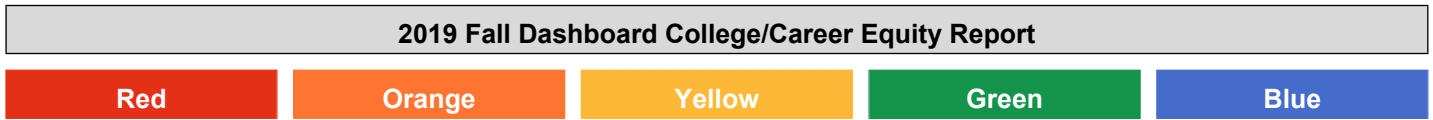
School and Student Performance Data

Academic Performance College/Career

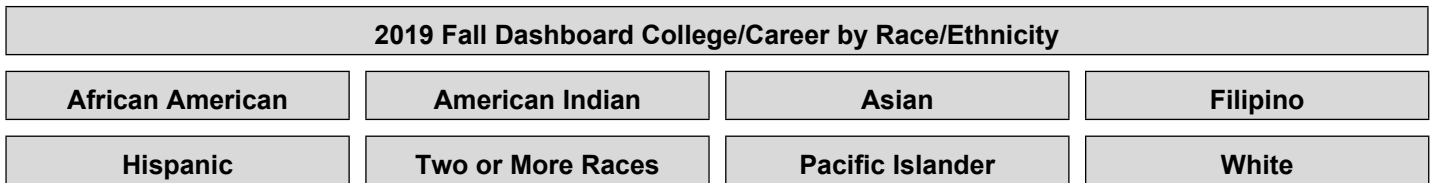
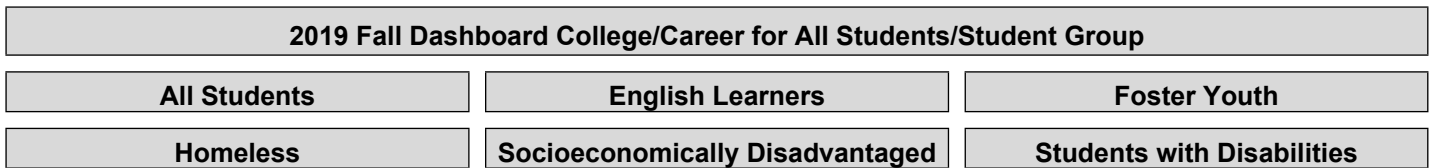
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

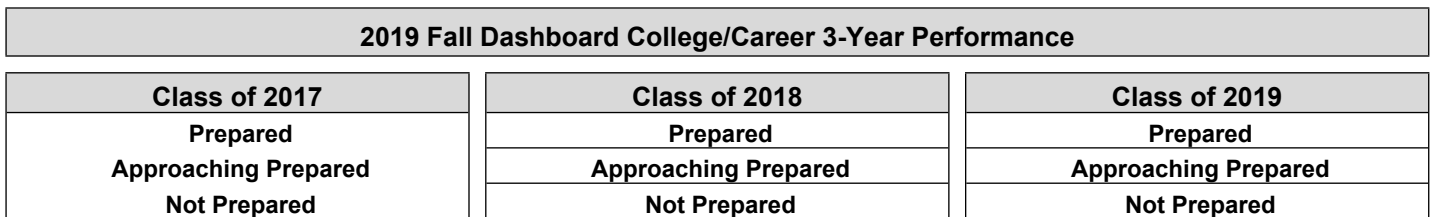
This section provides number of student groups in each color.



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



This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.



Conclusions based on this data:

- 1.

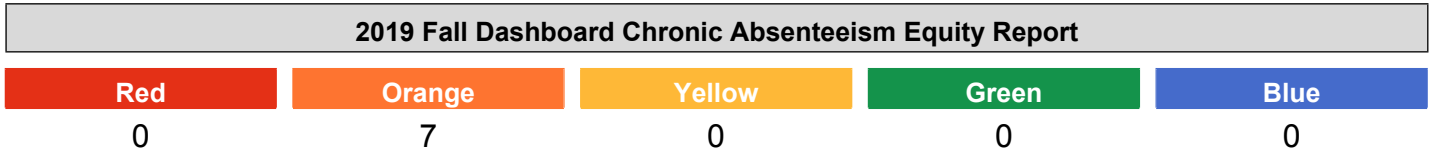
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  Orange 0 Declined Significantly -7.2 670	<p>English Learners</p>  Orange 0 Declined -12.5 69	<p>Foster Youth</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 3
<p>Homeless</p>  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	<p>Socioeconomically Disadvantaged</p>  Orange 0 Declined Significantly -13.8 228	<p>Students with Disabilities</p>  Orange 0 Declined -12.8 104

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 Orange 0 Maintained 0 51	 No Performance Color 0 Declined -6.3 20
Hispanic	Two or More Races	Pacific Islander	White
 Orange 0 Declined Significantly -10.2 208	 Orange 0 Declined -3.4 62	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 Orange 0 Declined Significantly -7.2 315

Conclusions based on this data:

1. Almost all student groups saw declines in attendance. All students dropped from green (2018-29) to orange (2019-2020).
2. Socioeconomically disadvantaged, Hispanic, and White students were saw the steepest declines in attendance.

School and Student Performance Data

Academic Engagement Graduation Rate

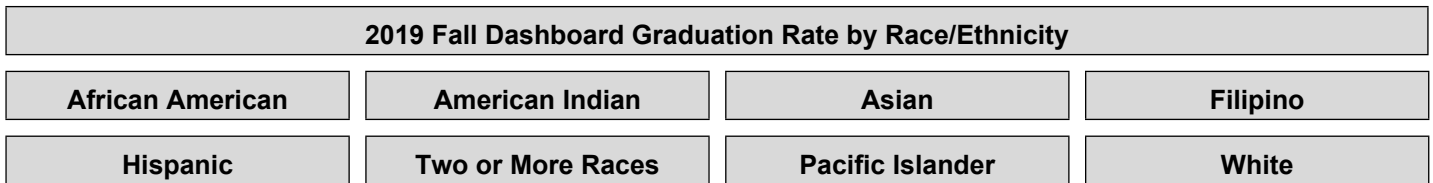
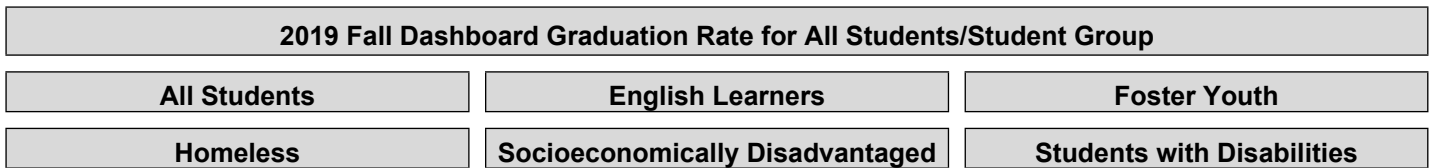
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

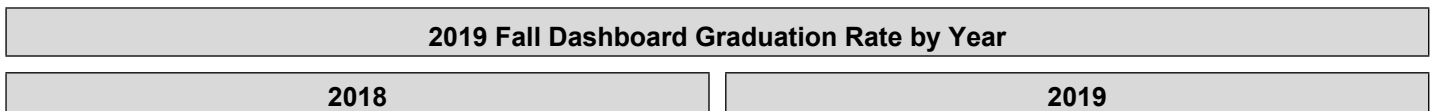
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

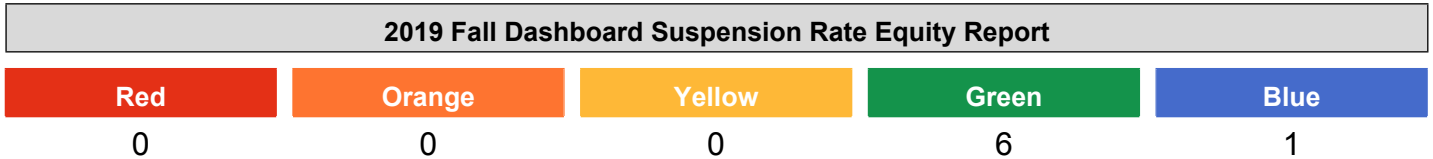
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p>All Students</p>  <p>Green</p> <p>3.8</p> <p>Declined Significantly -3.7</p> <p>678</p>	<p>English Learners</p>  <p>Green</p> <p>2.9</p> <p>Declined -5.8</p> <p>70</p>	<p>Foster Youth</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>3</p>
<p>Homeless</p>  <p>No Performance Color</p> <p>Less than 11 Students - Data Not</p> <p>6</p>	<p>Socioeconomically Disadvantaged</p>  <p>Green</p> <p>6.5</p> <p>Declined Significantly -4.8</p> <p>231</p>	<p>Students with Disabilities</p>  <p>Green</p> <p>4.8</p> <p>Declined -6.9</p> <p>105</p>

2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">16.7</div> 12	 No Performance Color Less than 11 Students - Data 2	 Blue <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">0</div> Declined -5.8 51	 No Performance Color <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">10</div> Increased +10 20
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">5.7</div> Declined Significantly -5.3 212	 Green <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">1.6</div> Declined -3.6 62	 No Performance Color Less than 11 Students - Data 1	 Green <div style="background-color: #e6f2ff; padding: 5px; margin: 5px 0;">2.2</div> Declined -2.5 318

This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	7.5	3.8

Conclusions based on this data:

1. Suspension rates for students as a whole have declined.
2. The decline was most significant among Hispanic students.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Subject: Academics

Goal Statement

Increase the percentage of students who test at or above grade level in math and English/Language Arts.

Basis for this Goal

Smarter Balance Assessment
Trimester Math Grades
Benchmark Assessments
Attendance

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
California Dashboard Trimester 1 and 2 grades Local Benchmark Assessments (CAASPP scores are too uncertain due to the COVID-19 pandemic).	<p>With respect to math, the 2019-20 California Dashboard identifies Students with Disabilities (SWD) and English Language learners as both in the red and both having declined over previous year. Socioeconomically disadvantaged (SED) students are in the orange and all students are in the yellow.</p> <p>80.45% of 6th graders earned Bs and As in the first trimester of 2019-20 in math. 62.3% of 7th graders earned Bs and As in the first trimester of 2019-20 in math.</p> <p>With respect to English/Language Arts, the 2019-20 California Dashboard identifies Students with Disabilities (SWD) as being in the red and English Language Learners, Hispanic, and Socioeconomically Disadvantaged (SED) students in the orange category.</p> <p>74.09% of 6th graders earned Bs and As in the first trimester of 2019-20 in English. 70.39% of 7th graders earned Bs and As in the first trimester of 2019-20 in math.</p>	<p>With respect to math scores, SWD, SED, and English Language Learners will each improve by 5 point in math on the California Dashboard. All students will improve by 5 points, on average.</p> <p>83% of 2020-21 7th graders will earn Bs and As in the first trimester of the year in math (a 2% cohort increase). 67% of 2020-21 8th graders will earn Bs and As in the first trimester of the year in math (a 4.3% cohort increase)</p> <p>With respect to English scores, SWD, SED, English Language Learners, and Hispanic students will each improve by 5 point in math on the California Dashboard. All students will improve by 5 points, on average.</p> <p>76%% of 2020-21 7th graders will earn Bs and As in the first trimester of the year in English (a 2% cohort increase). 73% of 2020-21 8th graders will earn Bs and As in the first trimester of the year in English (a 3% cohort increase)</p>

Planned Strategies/Activities

Strategy/Activity 1

Support for Student Performance in Math

Math teachers will continue to receive professional development in Big Ideas Math and will participate in professional development as part of the Silicon Valley Mathematics Initiative (SVMI). Math teachers will receive release time to observe each other's instruction, to observe teachers from other schools, and to align instruction and assessments with standards. Students will receive math support in the form of after school tutoring and homework completion sessions. Record keeping will be enhanced to ensure careful tracking of outreach to students from sensitive groups: Students With Disabilities (SWD), Socioeconomically Disadvantaged Students (SED), and Hispanic Students. EL students will receive additional math support from increased hours with the bilingual school aide.

Students to be Served by this Strategy/Activity

All

Timeline

2020-21

Person(s) Responsible

Principal/Teachers/Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	2,000
Source	Title II Part A: Improving Teacher Quality
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Release time for teachers to observe each other teach and to align curriculum and standards-based assessments.
Amount	1,000
Source	LCFF - Base
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Attendance for math teachers at professional development for Big Ideas math and SVMI.
Amount	4,400
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Paraeducator
Amount	4,000
Source	LCFF - Base

Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated salaries to offer weekly math tutoring and to provide support for homework club for students after school.

Strategy/Activity 2

Support for Student Performance in English

Strategies include a Bilingual Paraeducator support for Core English class, rewards for students showing improvement in math proficiency and attendance, and additional hours of small group support for all students and also other groups directed at sensitive student groups. Continued funding of software to support English Language proficiency.

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-21

Person(s) Responsible

Principal/Teachers/ Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	27,400
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Bilingual Paraeducator
Amount	0
Description	Outreach to families and students who fall into high needs groups: SED, SWD, and ELL to update them on available supports. Tracking student participation in these groups.
Amount	1,000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Prizes for students who show growth in math grades between progress reports and report cards.
Amount	7,800
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Rosetta Stone software.
Amount	2,000

Source	LCFF - Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures
Description	Professional Development on Rosetta Stone

Strategy/Activity 3

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	0
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Strategy/Activity 7

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	0
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Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Healthy and Safe Learning Environment

Goal Statement

Provide an engaging, clean, healthy, physically and emotionally safe environment to promote learning.

Basis for this Goal

Dolphin Pride Participation
Attendance Metrics in Extracurriculars
The California Healthy Kids Survey
Discipline and Suspension Statistics
the California School Dashboard

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Increased participation in extracurricular activities, as measured by Dolphin Pride and extracurricular attendance metrics.	In 2019-20 18 sixth graders, 21 seventh graders (7 for the first time, 11 got their 2nd year pin), and 21 eighth graders (6 first years, 3 two year pins, and 12 third year pin) were awarded the Dolphin Pride Award. These numbers were impacted by the final months of the year held as distance learning.	5 % more students will reach the Dolphin Pride level of participation in 2020-21. Statistics will be gathered about the rate of Dolphin Pride participation among 6th graders and second language students.
California Healthy Kids Survey	In 2019-20, 61% of 7th graders reported that they 'agreed' or 'agreed strongly' that they were 'Strongly Connected' to the school. 76% reported a 'Caring Adult Relationship' with at least one adult at East Avenue. 68% reported East Avenue as a 'safe' or 'very safe' place. These metrics were all drawn from the 2019-2020 California Healthy Kids Survey.	In 2020-21, 65% of 7th graders will report that they 'agreed' or 'agreed strongly' that they were 'Strongly Connected' to the school in 2020-21 (a 4% increase). 80% will report a 'Caring Adult Relationship' with at least one adult at East Avenue (an increase of 4%). 70% will report East Avenue as a 'safe' or 'very safe' place (a 2% increase). These metrics will be drawn from the 2020-2021 California Healthy Kids Survey.
Discipline and Suspensions Rates	39 suspensions were given to students between August and March of 2019-20. No suspensions occurred afterwards, due to distance learning. This is an average of 7 months of data, with an average of 5.57 suspensions per month.	East Avenue will average fewer than 5 suspensions per month, for all months in 2020-21 in which school returns to a regular (non-distance) format (a 10% improvement). Metrics will track the number of EL students and 6th graders who are suspended, as well.

Planned Strategies/Activities

Strategy/Activity 1

Track and increase the participation of East Avenue students in extracurricular activities, with special focus paid to limiting the isolation due to COVID and connecting 2nd language students and 6th graders to the school community.

Students to be Served by this Strategy/Activity

All students.

Timeline

2020-21

Person(s) Responsible

Administration

Proposed Expenditures for this Strategy/Activity

Amount	1500
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Salaries for classified personnel to help create and offer clubs and to track and keep parents updated on student participation. Greater detail in record keeping to allow site administration to drill down and track participation among student sub-groups.

Strategy/Activity 2

An attendance 'blitz' to communicate, multiple times and with a tiered system of interventions, with students who have poor attendance. As part of this effort, connect students to extracurricular activities to give them positive reasons to engage with school.

Students to be Served by this Strategy/Activity

All students.

Timeline

2020-21

Person(s) Responsible

Administration/School Counselor/COST Team/Support Staff/ CWA

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	Internal development of a COST team tracker, COST team protocol, and tiered interventions.
Amount	0
Description	Work with CWA to develop attendance interventions for EL students.
Amount	1,000

Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Hourly pay for classified staff to make attendance calls in the evenings.
Amount	500
Source	LCFF - Base
Budget Reference	2000-2999: Classified Personnel Salaries
Description	Release time to train classified staff in sophisticated data collection.

Strategy/Activity 3

Development of consequences as alternatives to suspension.

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-21

Person(s) Responsible

Administration, COST Team, Support Staff

Proposed Expenditures for this Strategy/Activity

Amount	1,000
Source	LCFF - Base
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Funding for Staffing of After School and weekend consequences as alternatives to suspension.

Strategy/Activity 4

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount	0
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Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount

0

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Amount

0

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Parent and Community Engagement

Goal Statement

Engage parents and the community from all student sub groups in school activities. Create a system of responses for students designed to create connection rather than disconnection in response to poor attendance and discipline.

Basis for this Goal

California Public School Dashboard
Parent Participation Rates
Suspension rates
Other local measures

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Attendance Suspensions Participation in extracurricular activities (with an emphasis on virtual offerings)	Data measuring the participation of parents in extracurriculars was not readily available, although several events, such as the Fall Festival and celebrations of diverse holidays on the school site likely increased parent participation.	10% of parents in all student subgroups will attend at least one school event this year. Data tracking this participation will be kept.

Planned Strategies/Activities

Strategy/Activity 1

Increased extracurriculars that target diverse student groups and increase parent participation.

Students to be Served by this Strategy/Activity

All

Timeline

2020-21

Person(s) Responsible

Administration/Teachers/Support Staff

Proposed Expenditures for this Strategy/Activity

Amount

1000

Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Supplies for Extracurricular Activities (snacks, prizes, decorations, etc.)
Amount	874
Source	LCFF - Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Childcare and Translation Services for English Language Parent Advisory Committee (ELCAP) meetings.
Amount	326
Source	LCFF - Supplemental
Budget Reference	4000-4999: Books And Supplies
Description	Snacks for ELCAP meetings.

Strategy/Activity 2

Increased tracking of parent and student attendance in extracurricular activities and prizes and recognition to encourage participation.

Students to be Served by this Strategy/Activity

All Students

Timeline

2020-21

Person(s) Responsible

Administration/Leadership Teacher

Proposed Expenditures for this Strategy/Activity

Amount	2000
Source	LCFF - Base
Budget Reference	4000-4999: Books And Supplies
Description	Prizes for students who attend extracurricular activities.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

All students.

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 1

Increase 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
2018-19 CAASPP Data	<p>We will increase our ELA scores for meeting or exceeding standards by 3% to 62%.</p> <p>We will increase our Math scores for meeting or exceeding standards by 3% to 43%.</p> <p>We will increase the percentage of students Above Standards on the writing claim by 3% to 34%.</p>	<p>In March 2020 the U.S. Department of Education approved California's request to waive statewide requirements for the 2019-20 school year. Students did not take the CAASPP in 2020. As a result, a comparison of cohort grades and the district writing prompt have been used as substitutes.</p> <p>The cohort of students who were 6th graders in 2018-19 and 7th graders in 2019-20 saw their rates of 'A' and 'B' grades in English decrease from 72% to 60%. The cohort of students who were 7th graders in 2018-19 and 8th graders in 2019-20 saw their rates of 'A' and 'B' grades in math decrease from 72.68% to 70.39%.</p> <p>The cohort of students who were 6th graders in 2018-19 and 7th graders in 2019-20 saw their rates of 'A' and 'B' grades in math decrease from 71% to 63%. The cohort of students who were 7th graders in 2018-19 and 8th graders in 2019-20 saw their rates of 'A' and 'B' grades in math increase from 60.09% to 67.55%.</p> <p>Data on the district write 164 of 320 6th and 7th graders who took the district writing prompt in 2019-20 scored an average of 2.33 or better out of 4.</p>

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Literacy/Reading Comprehension	Literacy/Reading Comprehension	Achieve 3000, LCFF 1000-1999: Certificated	Achieve 3000, LCFF 1000-1999: Certificated

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Implementation of new language arts curriculum, Study Sync, will guide students in additional practice on reading critically, annotating and having evidence-based conversations and writing. We will focus on improving our Tier-1 instruction through professional development on Universal Design for Learning, differentiated instruction, and strategies that support English Learners. Teachers will use professional learning communities to create instructional foci centered around student learning and mastery of goals. We will continue to employ computer programs such as Achieve 3000, Accelerated Reader, and Newsela. Our bilingual aide works with our newcomer students on conversational and academic conversations as well as literacy skills. Staff will incorporate math into cross-curricular subjects.</p>	<p>Study Sync was thoroughly integrated. All Core teachers at all grade levels are using Study Sync. The shift to this platform was especially helpful when the site was required to go into distance learning, since all elements of this program can be accessed remotely.</p> <p>The site made the decision to focus social studies reading comprehension on Newsela and discontinued Accelerated Reader.</p> <p>Our bilingual aid continued to be instrumental in holding targeted interventions for EL students, pulling these students out for small group instruction during EL Core classes.</p> <p>Universal Design for Learning did occur through monthly professional development.</p> <p>Substitutes were brought in to allow the ILT to observe their peers.</p>	<p>Personnel Salaries 7895</p> <p>Rosetta Stone, LCFF 4000-4999: Books And Supplies 2640</p> <p>Accelerated Reader, Discretionary 4000-4999: Books And Supplies 7410.31</p> <p>Newsela, Discretionary 4000-4999: Books And Supplies 2400</p> <p>Instructional Rounds for ILT, LCFF 1000-1999: Certificated Personnel Salaries 1000</p> <p>Substitute Coverage for SVMl Workshops, Discretionary 1000-1999: Certificated Personnel Salaries 1000</p>	<p>Personnel Salaries 7895</p> <p>Rosetta Stone, LCFF 4000-4999: Books And Supplies 2640</p> <p>Accelerated Reader, Discretionary 4000-4999: Books And Supplies 4100.65</p> <p>Newsela, Discretionary 4000-4999: Books And Supplies 2400</p> <p>Instructional Rounds for ILT, LCFF 1000-1999: Certificated Personnel Salaries 1000</p> <p>Substitute Coverage for SVMl Workshops, Discretionary 1000-1999: Certificated Personnel Salaries 0</p>
<p>Mathematics</p> <p>We will focus on improving our Tier-1 instruction through professional development on Universal Design for Learning, differentiated instruction, and strategies that support English Learners. Teachers will use professional learning communities to create instructional foci centered around student learning</p>	<p>Mathematics</p> <p>Grade levels in the math department worked towards developing common assessments. The money slotted for SVMl conferences was not spent, although plans are in the works for teachers to attend this training in 2020-21.</p> <p>Writing</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>and mastery of goals. They will work to incorporate common formative assessments in order to monitor the ongoing student progress. Staff will incorporate math into cross-curricular subjects. Math teachers will expand their professional practice through workshops sponsored by Silicon Valley Mathematics Initiative and district led professional development based on the Mathematics Plan.</p> <p>Writing</p> <p>Implementation of new language arts curriculum, Study Sync, will guide students in additional practice on reading critically, annotating and having evidence-based conversations and writing. All teachers are incorporating more writing across all curricular areas. Programs such as Newsela and Achieve 3000 require students to write evidenced-based answers to questions for informational texts. We will focus on improving our Tier-1 instruction through professional development on Universal Design for Learning, differentiated instruction and strategies that support English Learners. Teachers will use professional learning communities to create instructional foci centered around student learning and mastery of goals.</p>	<p>Study Sync was thoroughly integrated, across all teachers and grades for Core classes. Special education teachers also moved towards Study Sync implementation. Achieve 3000 was also utilized. Professional development on Universal Design for Learning occurred repeatedly through Wednesday PD periods.</p> <p>Articulation with Arroyo Seco and Jackson Elementaries and Livermore High School was largely abridged due to the move to distance learning in March of 2020.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue articulation practices with Arroyo Seco and Jackson Elementary schools and Livermore High School.			

Analysis

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

The implementation of Study Sync and Newsela was highly effective, at least as measured by the high number of teachers who are using them and the flexibility these programs gave the site when distance learning became necessary. Articulation plans for students moving up to the middle school and to the high school were both impacted by distance learning.

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

The absence of CAASPP data, along with the impact of three months of distance learning on the 2019-20 school year made analysis challenging. Student grades (as measured by percentages scoring As and Bs), decreased in English for the cohort that was in 8th grade in 2019-20 (just under 8%), but increased in math (just over 7.5%). The cohort that was in 7th grade during 2019-20 saw their rates of As and Bs grades decrease in both English (12.3%) and also decreased in math (about 1.5 %).

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

PD for SVMI did not occur, despite projections. Boosters picked up a segment of Accelerated Reading costs, lowering the cost to the site.

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.

It was not possible to use SBAC scores, as planned, to measure progress on this goal, due to the fact that the tests were canceled in 2020. As a result, an attempt was made to substitute data from student grades and from the district writing prompt.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 2

Conditions for Learning

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
<p>Attendance Suspensions Physical Fitness Test Results</p>	<p>Reduce the number students identified as chronically absent to fifty. We will reduce the number of students suspended from 26 to 20. We will improve the number of students scoring within the Healthy Fitness zone by 3% to 73%.</p>	<p>The number of students who were chronically absent was 100. 44 were 8th graders, 25 were 7th graders, and 21 were 6th graders. Fifteen students were suspended during the 2019-20 school year. FitnessGrams were not conducted in 2019-20 due to the move to distance learning in March. No comparable data has been identified, making it difficult to assess progress on this goal.</p>

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>We will implement Positive Behavior Intervention and Support strategies school wide, through a series of engaging lessons delivered in the first days of school. Staff will continue to engage in discussions around building relationships and implementing PBIS. The administration will continue to employ alternatives to suspensions like reflection sheets, restorative practices, and mediation to keep children in school. The PBIS</p>	<p>Planned actions in terms of Positive Behavior Interventions and Supports were largely carried out. Staff joined administration to meet in PBIS teams on a monthly basis. Choose Love lessons were also shared with staff and anti-bullying, healthy relationships, anti-drug and vaping and suicide prevention campaigns were all conducted faithfully, with some planned services abridged due to distance learning starting in March, 2020.</p>	<p>Rewards for Positive Behavior Supports, Site Based Gifts and Donations 4000-4999: Books And Supplies 1000 Assemblies, ASB 5000-5999: Services And Other Operating Expenditures 5000 Rewards for Perfect Attendance, Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies 2500</p>	<p>Rewards for Positive Behavior Supports, Site Based Gifts and Donations 4000-4999: Books And Supplies 50 Assemblies, ASB 5000-5999: Services And Other Operating Expenditures 1500 Rewards for Perfect Attendance, Parent Teacher Association/Parent Faculty Club (PTA/PFC/PTSO, PTO, etc.) 4000-4999: Books And Supplies 50</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>committee will begin working on additional strategies that will focus on positive rewards for students making good choices.</p> <p>We will continue to implement Choose Love, a social emotional curriculum, school wide. Students will participate in assemblies to expand cultural experiences, reinforce positive behaviors, and improve motivation. We will continue to provide students sessions on anti-bullying, healthy relationships, anti-drug and anti-vaping, and suicide prevention.</p> <p>We will communicate closely with the Child Welfare and Attendance staff to work with the families of our chronically absent students. We will continue to reward students with perfect attendance each trimester.</p> <p>We will reduce the number of students suspended through alternate means of correction, restorative practices, and mediation.</p>	<p>Site staff and the Child Welfare and Attendance Staff monitored and intervened to address attendance, employing contact with parents, delivery of resources, and home visits, when necessary.</p> <p>Alternative means of correction were used whenever possible.</p>		

Analysis

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

Plans were carried out with fidelity. A site team of teachers and administrators met to plan year PBIS implementation. This group also went to training. Choose Love lessons were incorporated into homeroom. Science classes discussed anti-vaping.

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

Alternative means of correction were successful and the number of suspensions dropped significantly. All student groups ended up in the green category or higher in terms of suspension on the California Dashboard.

Attendance interventions were less effective, with the number of chronically absent students at double the rate set out in the SPSA goal. Attendance problems were particularly notable among the 8th grade population.

It was not possible to assess the physical fitness goal, due to the the disruption to the school year caused by COVID-19 and the cancellation of FitnessGram testing.

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

Much of the planned spending was less than expected because of the start of distance learning starting in March 2020. For example, fewer awards for attendance were purchased because the focus in April and May was to respond to distance learning.

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.

An increased focus on attendance is clearly necessary as a result of the data. SPSA goal #2 of the current year directly addresses attendance. The start of the year in distance learning will add to the complexity of combatting attendance concerns.

Annual Review and Update

SPSA Year Reviewed: 2019-20

Goal 3

Enhance parent and community engagement and communication.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Increase the number of activities for families to be involved in.	Continue to increase activities for families to be involved and maintain regular avenues of communication.	The Fall Carnival was a new offering to connect families. There were over 100 families who attended.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Establish schedule for regular communication for "On The Avenue," and "Street Talk." Continue to utilize Blackboard Messaging to keep families apprised of activities and events at East Avenue Middle School.</p> <p>Partner with other district schools and community organizations to expand the breadth of parenting workshops available for families throughout the year.</p> <p>Collaborate with Leadership class and Booster organization to add events to our community activity calendar.</p>	<p>Regular communication through Blackboard did occur.</p> <p>In working with our district, there were additional parenting workshops added. Attendance from East Avenue families was not high, but there were attendees.</p> <p>The large Fall Carnival was held and was considered a great success, due to student and parent participation, funds raised, and community feedback.</p>	<p>Fall Carnival, ASB 7000-7439: Other Outgo 5000</p>	<p>Fall Carnival, ASB 7000-7439: Other Outgo 250</p>

Analysis

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

By means of a monthly principal's newsletter, in addition to more frequent email and text messages, the community was kept up to speed on East Avenue events. The marquee was also valuable. The East Avenue Website was updated regularly.

The Fall Carnival was a success, with a large number of families in attendance.

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

The theme of connecting more families was successful. One weakness in the results was the lack of data available about Fall Carnival attendance. In the future, it would be valuable to track family/student participation.

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

Fall Carnival made almost all of its money back, which decreased the total costs to the school.

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.

In the coming year, there will be efforts to track participation in extracurricular activities. It will also be necessary to reimagine many extracurricular activities in the COVID-19 environment. For example, the disruption of fall sports will greatly decrease participation rates. What clubs and activities can stand in for these lost connections? Plans to track and increase involvement can be found in goal #2 of this year's SPSA, as well as in goal #3, in which connection is specifically planned to engage the East Avenue English Learner population.

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	\$2,000
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	57,800.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Base	\$68,984	55,984.00
LCFF - Supplemental	\$42,800	0.00
Title II Part A: Improving Teacher Quality	\$2,000	0.00
Other	\$10,548	10,548.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Base	13,000.00
LCFF - Supplemental	42,800.00
Title II Part A: Improving Teacher Quality	2,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	7,000.00
2000-2999: Classified Personnel Salaries	34,800.00
4000-4999: Books And Supplies	12,126.00
5000-5999: Services And Other Operating Expenditures	3,000.00
5800: Professional/Consulting Services And Operating Expenditures	874.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Base	5,000.00
2000-2999: Classified Personnel Salaries	LCFF - Base	3,000.00
4000-4999: Books And Supplies	LCFF - Base	4,000.00
5000-5999: Services And Other Operating Expenditures	LCFF - Base	1,000.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	31,800.00
4000-4999: Books And Supplies	LCFF - Supplemental	8,126.00
5000-5999: Services And Other Operating Expenditures	LCFF - Supplemental	2,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF - Supplemental	874.00
1000-1999: Certificated Personnel Salaries	Title II Part A: Improving Teacher Quality	2,000.00

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
- 2 Secondary Students

Name of Members	Role
Jesse Hansen	Principal
Connie Summers	Other School Staff
Todd Beck	Classroom Teacher
Gina Spiteri	Classroom Teacher
Diane Lowery	Classroom Teacher
Victoria Colgin	Parent or Community Member
Gina DiPrima	Parent or Community Member
Joshua Smith	Parent or Community Member
Matt Edwards	Parent or Community Member
Michaela Ledon	Secondary Student
Shrish Premkrishna	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:

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 October 22, 2020.

Attested:



Principal, Jesse Hansen on 10-22-20
SSC Chairperson, Gina DiPrima on 10/22/20

Addendum

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

Instructions: Linked Table of Contents

Stakeholder 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.

Stakeholder 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 Stakeholder 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 and Migrant Education Plan

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2020-2021 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, professional development, and supplemental instructional materials, **supporting our District SPSA Goals.***
- \$66,463

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, and to evaluate the programs designed to increase student achievement, **supporting our District SPSA Goals.***
- *Private school staff will have the opportunity to participate in professional development activities funded with Title II.*
- \$64,690

Title III, Language Instruction for Limited English Proficient (LEP) and Immigrant Students:

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.*

- *An additional counselor to meet the unique needs of immigrant students.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals.***
- \$204,194

Migrant Education

Provides funding for high quality education programs for migratory children and helps ensure that migratory children who move among the states are not penalized in any manner by disparities among states in curriculum, graduation requirements, or state academic content and student academic achievement standards.

- *Funds are used to identify, recruit, and connect Migrant families to community and district services/support to meet needs such as food, clothing, health care, counseling and academic support. Funds also support professional development, parent education, and preschool education, **supporting our District SPSA Goals.***
- \$259,691

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, professional development and staff training related to mental health topics, 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.*
- \$35,789

Livermore Valley Joint Unified School District
2020-2021 Migrant Education Program Site Plan – ALL SITES

The LVJUSD Migrant Education Program (MEP) provides supplementary services for identified Migrant students based on their *Priority for Services Status* and the *Individual Student Needs Assessment* completed by classroom teachers, the MEP Coordinator, Counselor, and Outreach-Recruiters.

Title I Part C funds are used to identify, recruit, and connect Migrant families to community and District support services to meet the unique needs of our Migrant students and families, including but not restricted to food banks, health care, counseling, and high quality academic support during the regular school year and summer intersession. Funds also support parent education, out of school youth and pre-kindergarten education, administration of the program, and program evaluation.

District-wide Migrant Education direct services include:

- Pre-Kindergarten Program – At Marylin Avenue Elementary School, the Migrant Education School Readiness Program (MESRP) incorporates year-round assessment/needs analysis, intervention, research-based instruction for pre-kindergarten students, parent education, and literacy workshops, and a summer Kinder Readiness Academy (KRA) program. At mid-year, *Listos a los Tres! (Ready at Three!)* Program provides research-based, bilingual instruction and experiences for three-year olds and their parents. Region 1 provides professional development for Pre-Kindergarten teachers and paraprofessionals.
- K-8 After-School Academic Support Programs – At Marylin Avenue and Junction K-8, Migrant students are provided with supplemental intervention and academic support and materials in English/Language Arts and Math during the regular school year and summer school.
- High School After-School Academic Support Program – Granada High School provides Migrant high school students with supplemental intervention and academic support and materials in English/Language Arts, Math, and other curricular areas as needed during the regular school year.
- High School Credit Recovery Programs – *Edgenuity* and *Cyber High*-- provide free online credit recovery and materials for Migrant high school students not on track for graduation with their peers. Online credit recovery classes are available during the regular school year and summer school.
- Migrant Middle and High School Speech and Debate Teams – At Granada High School and Junction K-8, MEP teachers recruit students from all middle and high schools and provide high quality instruction in research, writing, leadership, and presentation skills, in both English and Spanish, and support student participation in the regional and State debate competitions.
- Parent Advisory Committee (PAC) – PAC meets six times per year at Marylin Avenue Elementary School and provides all Migrant parents a supportive network and information on community and district services, including graduation requirements, parents' rights, school involvement, health issues, Adult Education classes, high school diploma and General Education Development (GED) classes. PAC officers are elected annually and receive guidance from Migrant Education Program (MEP) Region 1 at the Santa Clara County Office of Education (SCCOE).
- Our District Outreach-Recruiters, Counselor, and Program Administrator monitor all programs, evaluate student progress, provide student and parent referrals for community and District services, provide intervention program information, facilitate parent meetings, and conduct program evaluations for the Region and State. With support and training from MEP Region 1 at SCCOE, the annual Migrant Education Program District Service Agreement (DSA) describes, in detail, the goals, services, and budgets LVJUSD will utilize to meet the needs of our Migrant students and families.

***During the period of COVID-19 pandemic accommodation, programs listed above are functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.*

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.

Federal Programs		Allocation
	Title I, Part A: Allocation Purpose: To improve basic programs operated by local educational agencies (LEAs)	\$
X	Title II, Part A: Improving Teacher Quality Purpose: Improve and increase the number of highly qualified teachers and principals	\$2,000
Total amount of federal categorical funds allocated to this school		\$2,000

State Programs		Allocation
X	Local Control Funding Formula (LCFF) Base Purpose: Support the needs of all students and student groups	\$68,984
X	Local Control Funding Formula (LCFF) Supplemental Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	\$42,800
Total amount of federal categorical funds allocated to this school		\$111,784

Local Funding		
X	Technology Funds – Local Parcel Tax	\$10,548

Appendix E: Planned Improvements in Student Performance LCFF Supplemental – English Learner, Low Socio-economic, Foster Youth

Projected LCFF Supplemental Funds \$42,800

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>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Improvements or enhancement in instruction: Bilingual Aide- Math support for English Learners (EL)	2020-21	Principal	27,400	
Additional time to work with EL in core instruction math, and science	2020-21	Principal	4400	
<u>Total:</u>			31,800	
<u>Supplemental materials, computers, software, books, supplies may be purchased:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Rosetta Stone	2020-21	Principal	7,800	
<u>Total:</u>			7,800	
<u>Staff Development and Professional Collaboration, training costs, substitute costs:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Staff Development and Professional Collaboration, training costs, substitute costs:	2020-21	Principal	1,000	
Rosetta Stone Training (on-site training) Release Time for Professional Development (on-site training)	2020-21	Principal	1,000	
<u>Total:</u>			2,000	
<u>Parent Involvement:</u>				<ul style="list-style-type: none"> ✓ Socio-econ. Disadvantaged ✓ English Learner ✓ Foster Youth
Snacks and materials for English Learner Advisory Committee Meetings	2020-21	ELD Liaison	326	
Translation Services	2020-21	ELD Teacher/VP	430.00	
Childcare	2020-21	ELD Teacher	444.00	
<u>Total:</u>			1,200	
<u>Grand Total:</u>			42,800	

Appendix F

School Site: East Avenue Middle School LVJUSD Site Allocation Plan for Title I

\$ Projected Title I Funds

Title I funds are to ensure that all children have a fair, equal, and significant opportunity to obtain a high-quality education and reach, at a minimum, proficiency on challenging State academic achievement standards and state academic assessments.

Description of Specific Improvements in the Instruction/Learning of Socio-economically Disadvantaged Students	Timeline/ Accountability	Person(s) Responsible	Estimated Cost
High quality, supplemental direct language, reading and writing instruction:			
Supplemental materials, computers, software, books, supplies may be purchased:			
Staff Development and Professional Collaboration, training costs, substitute costs:			
Parental Involvement:			

Appendix G: Title I School-Level Parental Involvement Policy East Avenue Middle School, Livermore, CA

East Avenue Middle School School has developed a written Title I parental involvement policy with input from Title I parents which was developed and revised during School Site Council (SSC) meetings. It has distributed the policy to parents of Title I students by having copies advertised and available in the school office. The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

School-Parent Compact

Building Capacity for Involvement

Accessibility

Appendix H

Livermore Valley Joint Unified School District Gifted and Talented Education Plan- ALL SITES

PROGRAM DESCRIPTION:

East Avenue Middle School supports the LVJUSD model for instruction for our gifted students. We have a parent representative on the District Gifted and Talented [GATE] committee, which develops after school enrichment activities for GATE students. Classroom delivery of differentiated instruction and Universal Design for Learning, combined with school wide enrichment opportunities, advanced study, challenging course work, and independent study are some of the additional options available to our GATE population. We continue to promote independent research and inquiry based learning. Our teachers are encouraged to provide open ended assignments that are rigorous and challenging. It is our intent to provide a program that is both responsive to student needs and reflective of their unique talents.

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

PROGRAM DESCRIPTION:

East Avenue Middle School is working on improving the technology we are able to provide students We currently have one mobile cart of Chromebooks per every two classrooms, as well as a one computer lab. Our staff development program for 2020-21 includes sessions on curriculum based software used to enhance the learning experience for all students by East Avenue’s technical leads. The primary components of our plan follow:

- Students will have increased access to Chromebooks within classrooms—with the goal of one Chromebook per student—to help build digital citizenship and responsibility through document sharing and research.
- Staff development will include a focus on digital literacy in support of student engagement.
- We will purchase additional Chromebooks and refresh current Chromebooks.
- Provide teachers with new laptops, document cameras, and projectors.

Appendix I

Livermore Valley Joint Unified School District ENGLISH LANGUAGE DEVELOPMENT IMPLEMENTATION PLAN 2020-21

Elementary School Name: _____ Date _____ English Learner Liaison: _____

Designated ELD (D-ELD) is a protected time during the regular school day when teachers provide lessons for English Learners to develop English language proficiency. Teacher will use the CA ELD standards to develop critical English language skills. Lessons support the development of discourse practices, academic vocabulary, and grammatical structures that are necessary for participation in academic tasks across all content areas.

- Guidelines:
- **Benchmark Advance ELD** component must be used K-5
 - Focus on **ELD standards**, not a unit or theme
 - Small groups should be kept to a maximum of 6 students
 - 15 minutes of **Designated ELD** instruction per day (5 days a week)
 - May be scheduled during reading and writing block (15 minutes/level)
 - Students grouped by levels, For example: 1/2, 2/3, and/or 3/4.

Grade	Teacher	Proficiency Levels taught by this teacher (Em, Ex, Br)	Time Frame of ELA block (D-ELD will occur within this block)	Time Frame of Writing block (only if D-ELD will be taught during this time as well)
TK				

Appendix J

2020-21 AFTER SCHOOL EDUCATION AND SAFETY (ASES) Program Description and Goal

PROGRAM DESCRIPTION:

The ASES program staff collaborates with the regular school day staff to ensure students are successful by supporting the completion of homework on a daily basis. The program also provides students with academic enrichment, character development, and physical activity. Enrichment activities include Arts Attack, Scholastic Reading, Frog Math, and SPARK PE.

LCAP GOAL 1: Increase the percentage of students who have the skills and knowledge to graduate from high school, college and/or career ready.
Focus Area: After School Education and Safety (ASES) – Academic Enrichment and Support
SCHOOL GOAL: Students in the after school programs, BELIEVES and PAL, will complete 80% of their homework on a daily basis to support understanding of concepts being taught during the regular school day. School day staff will collaborate with after school staff regarding homework expectations.

<p>What data did you use to form this goal? Local assessment data reveals an achievement gap for students who are socio-economically disadvantaged. This data is also supported by teacher observations.</p>	<p>What were the findings from the analysis of this data? Socio-economically disadvantaged students require support in completing their homework to help to improve students' understanding of classroom curriculum, maximizing the achievement.</p>	<p>How will the school evaluate the progress of this goal? Local assessments, staff, parent, and student surveys, as well as attendance logs.</p>
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Date	Person(s) Responsible	Task/Date	Funding Source
August – June	ASES staff	1. Support and track homework completion	ASES funds LCAP Supplemental funds
September - May	ASES staff and school day staff	2. Collaborate with school day staff through staff meetings, surveys, email and feedback to ensure academic alignment.	

During the period of COVID-19 pandemic accommodation, the program listed above is functioning in a virtual mode. In all cases, fidelity to the intent of the programs has been maintained.