School Year: **2024-25**

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	Mark E. Neal
District Name	Livermore Valley Joint Unified School District
SPSA Revision Date	10/9/24
Schoolsite Council (SSC) Approval Date	10/9/24

Local Board Approval Date

11/12/24

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.

Table of Contents

School Vision and Mission

Mission:

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

School Profile

East Avenue has a 2024-2025 enrollment of approximately 585 students. There is great diversity among the student body: 42% of students are Hispanic or Latino, 39% White, 9% Asian, and 2% African-American. 9% of our students identify as two or more races, 12% are English Learners (EL), 18% are students with disabilities (SWD), and 32% are socioeconomically disadvantaged (SED). Students at East Avenue have a variety of home languages, including but not limited to English, Spanish, Russian, Farsi, Japanese, Punjabi, and Pashto.

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

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

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

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

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

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

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

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

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

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

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

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

Daily preparatory time and weekly collaboration time allows teachers to meet in smaller teams. These smaller teams review assessment of student learning, reflect on relevant data, and plan for Multi-Tiered Systems of Support (MTSS). 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 works to help all English Language Learners acquire the English language and progress academically

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

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

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

The Ambassador Program was developed in conjunction with Livermore High School (LHS) to alleviate the anxiety many

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

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

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

We have a full-time school counselor, a Child Welfare and Attendance (CWA) Specialist, and 1.5 school psychologists. These staff members enable us to better provide in-depth social, emotional, and academic counseling to our students, and to increase communication with parents/guardians.

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

Educational Partner Involvement

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

Involvement Process for the SPSA and Annual Review and Update

The Plan was developed, discussed, monitored, and modified throughout the 2023-24 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 2024-25 plan was developed in coordination with site staff, with important input and oversight from parent and student groups including the student Leadership Class, our ELAC Parent Committee, School Site Council (SSC), and Academic Boosters.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.18%	0.18%	%	1	1	
African American	1.06%	2.38%	3.39%	6	13	19
Asian	6.16%	7.31%	6.61%	35	40	37
Filipino	2.64%	3.47%	3.57%	15	19	20
Hispanic/Latino	40.49%	39.31%	35.36%	230	215	198
Pacific Islander	0.18%	0.18%	%	1	1	
White	40.14%	38.76%	42.14%	228	212	236
Multiple/No Response	8.98%	8.41%	8.92%	51	46	50
			Total Enrollment	568	547	560

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	174	180	195
Grade 7	186	178	184
Grade 8	208	189	181
Total Enrollment	568	547	560

Conclusions based on this data:

1. Total enrollment at East increased by 36 students in the last two years.

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	**Number of Students**			**Percent of Students**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
English Learners	64	62	56	11.30%	11.3%	10.0%
Fluent English Proficient (FEP)	113	116	99	20.50%	19.9%	17.7%
Reclassified Fluent English Proficient (RFEP)	94	99		17.7%	16.5%	

Conclusions based on this data:

1. The percent of EL students remained stable at 11.3% for the past four years (2020-21 through 2023-24).

2. Both FEP and RFEP have decreased slightly since 2021-22.

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 Scores**			**% of Enrolled Students Tested**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	175	177	197	173	172	189	172	172	187	98.9	97.2	95.9
Grade 7	188	173	190	187	171	177	187	171	177	99.5	98.8	93.2
Grade 8	204	189	193	195	180	183	195	178	183	95.6	95.2	94.8
Grade 11												
All Grades	567	539	580	555	523	549	554	521	547	97.9	97.0	94.7

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

Overall Achievement for All Students												
Grade Level	**Mean Scale Score**			**% Standard Exceeded**			**% Standard Met**			**% Standard Nearly Met**			**% Standard Not Met**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	2519.	2560.	2555.	18.02	31.98	27.81	27.33	32.56	34.76	30.23	18.02	21.93	24.42	17.44	15.51
Grade 7	2537.	2555.	2582.	19.25	19.88	28.25	27.27	38.01	36.72	21.93	15.79	15.82	31.55	26.32	19.21
Grade 8	2559.	2572.	2561.	16.92	26.40	15.30	36.41	24.72	31.15	20.00	22.47	31.15	26.67	26.40	22.40
Grade 11															
All Grades	N/A	N/A	N/A	18.05	26.10	23.77	30.51	31.67	34.19	23.83	18.81	23.03	27.62	23.42	19.01

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	15.70	29.65	27.27	55.23	52.91	57.75	29.07	17.44	14.97
Grade 7	20.97	22.22	32.77	59.14	62.57	54.80	19.89	15.20	12.43
Grade 8	25.13	24.16	17.49	51.79	47.19	57.38	23.08	28.65	25.14
Grade 11									
All Grades	20.80	25.34	25.78	55.33	54.13	56.67	23.87	20.54	17.55

Writing Producing clear and purposeful writing									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**

	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	19.88	29.82	26.20	52.05	49.12	55.61	28.07	21.05	18.18
Grade 7	19.89	23.53	31.61	46.77	47.06	50.00	33.33	29.41	18.39
Grade 8	17.01	27.91	17.22	56.19	48.26	57.78	26.80	23.84	25.00
Grade 11									
All Grades	18.87	27.10	24.95	51.72	48.15	54.53	29.40	24.76	20.52

Listening Demonstrating effective communication skills									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	15.12	13.95	13.90	75.58	75.00	72.73	9.30	11.05	13.37
Grade 7	12.30	14.62	19.77	72.73	71.35	68.36	14.97	14.04	11.86
Grade 8	13.33	23.03	16.39	71.28	61.80	67.76	15.38	15.17	15.85
Grade 11									
All Grades	13.54	17.27	16.64	73.10	69.29	69.65	13.36	13.44	13.71

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	**% Above Standard**			**% At or Near Standard**			**% Below Standard**		
	21-22	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**	**21-22**	**22-23**	**23-24**
Grade 6	15.12	30.23	21.93	69.77	59.30	66.31	15.12	10.47	11.76
Grade 7	20.32	20.47	32.20	56.15	61.40	53.67	23.53	18.13	14.12
Grade 8	22.05	32.58	21.31	58.97	51.12	67.76	18.97	16.29	10.93
Grade 11									
All Grades	19.31	27.83	25.05	61.37	57.20	62.71	19.31	14.97	12.25

Conclusions based on this data:

1. Approximately 97% of students took the CAASPP ELA assessment in 2023-24.

2. Overall scores scores remained about the same from 22-23 to 23-24, with a slight drop in all subgroups.

3. 42% of students still did not meet the ELA standards.

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 Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	175	177	197	171	173	193	171	173	192	97.7	97.7	98
Grade 7	189	173	190	185	170	182	185	170	181	97.9	98.3	95.8
Grade 8	204	189	193	193	176	189	193	176	189	94.6	93.1	97.9
All Grades	568	539	580	549	519	564	549	519	562	96.7	96.3	97.2

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	2503.	2539.	2534.	15.79	26.59	28.65	19.88	17.34	17.19	29.24	29.48	25.52	35.09	26.59	28.65
Grade 7	2503.	2525.	2550.	18.92	17.65	26.52	16.22	22.35	24.86	20.00	22.94	17.68	44.86	37.06	30.94
Grade 8	2527.	2529.	2528.	18.65	28.98	17.99	18.13	7.95	12.70	21.24	15.34	24.34	41.97	47.73	44.97
All Grades	N/A	N/A	N/A	17.85	24.47	24.38	18.03	15.80	18.15	23.32	22.54	22.60	40.80	37.19	34.88

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	18.13	24.28	25.52	43.86	46.24	45.83	38.01	29.48	28.65
Grade 7	21.62	21.76	30.39	35.68	40.00	40.33	42.70	38.24	29.28
Grade 8	19.17	28.41	17.46	44.04	27.27	42.86	36.79	44.32	39.68
All Grades	19.67	24.86	24.38	41.17	37.76	43.06	39.16	37.38	32.56

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	10.53	21.39	20.83	52.05	56.65	51.04	37.43	21.97	28.13
Grade 7	15.68	16.47	22.10	47.03	53.53	49.17	37.30	30.00	28.73
Grade 8	16.06	23.86	14.29	49.22	38.07	56.61	34.72	38.07	29.10
All Grades	14.21	20.62	19.04	49.36	49.33	52.31	36.43	30.06	28.65

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 6	9.94	23.70	19.79	64.91	58.96	58.33	25.15	17.34	21.88
Grade 7	15.14	13.53	23.76	54.05	61.76	55.80	30.81	24.71	20.44
Grade 8	16.06	18.75	15.87	57.51	50.00	57.14	26.42	31.25	26.98
All Grades	13.84	18.69	19.75	58.65	56.84	57.12	27.50	24.47	23.13

Conclusions based on this data:

1. Approximately 97% of students took the CAASPP Math assessment

2. Math continues to be an area of focus. Overall, the percent of students scoring "Standard Exceeded" or "Standard Met" increased by from 40% to 43% from 2022-23 to 23-24

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	1519.0	1530.6	1506.8	1530.5	1536.8	1500.4	1507.0	1523.9	1512.6	21	18	25
7	1515.9	1540.7	1477.2	1529.0	1560.1	1464.7	1502.5	1520.9	1489.1	26	18	21
8	1510.2	1525.3	1496.3	1526.6	1530.5	1497.6	1493.4	1519.5	1494.6	20	26	22
All Grades										67	62	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	15.00	16.67	24.00	35.00	44.44	24.00	30.00	27.78	20.00	20.00	11.11	32.00	20	18	25
7	11.54	11.11	14.29	38.46	50.00	14.29	30.77	27.78	28.57	19.23	11.11	42.86	26	18	21
8	5.00	19.23	4.55	30.00	30.77	13.64	40.00	19.23	50.00	25.00	30.77	31.82	20	26	22
All Grades	10.61	16.13	14.71	34.85	40.32	17.65	33.33	24.19	32.35	21.21	19.35	35.29	66	62	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	45.00	50.00	32.00	25.00	33.33	28.00	30.00	11.11	12.00	0.00	5.56	28.00	20	18	25
7	23.08	38.89	28.57	38.46	55.56	19.05	26.92	0.00	14.29	11.54	5.56	38.10	26	18	21
8	20.00	30.77	13.64	40.00	34.62	50.00	25.00	15.38	13.64	15.00	19.23	22.73	20	26	22
All Grades	28.79	38.71	25.00	34.85	40.32	32.35	27.27	9.68	13.24	9.09	11.29	29.41	66	62	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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	0.00	11.11	8.00	15.00	22.22	20.00	40.00	38.89	28.00	45.00	27.78	44.00	20	18	25
7	3.85	11.11	0.00	11.54	11.11	9.52	34.62	38.89	23.81	50.00	38.89	66.67	26	18	21
8	0.00	3.85	0.00	5.00	15.38	4.55	50.00	42.31	18.18	45.00	38.46	77.27	20	26	22
All Grades	1.52	8.06	2.94	10.61	16.13	11.76	40.91	40.32	23.53	46.97	35.48	61.76	66	62	68

Listening Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	5.00	16.67	16.00	70.00	77.78	36.00	25.00	5.56	48.00	20	18	25
7	3.85	5.56	9.52	65.38	77.78	23.81	30.77	16.67	66.67	26	18	21
8	5.00	11.54	4.55	55.00	57.69	45.45	40.00	30.77	50.00	20	26	22
All Grades	4.55	11.29	10.29	63.64	69.35	35.29	31.82	19.35	54.41	66	62	68

Speaking Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	60.00	66.67	60.00	40.00	22.22	12.00	0.00	11.11	28.00	20	18	25
7	53.85	83.33	47.62	38.46	11.11	14.29	7.69	5.56	38.10	26	18	21
8	60.00	53.85	63.64	25.00	26.92	13.64	15.00	19.23	22.73	20	26	22
All Grades	57.58	66.13	57.35	34.85	20.97	13.24	7.58	12.90	29.41	66	62	68

Reading Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	5.00	5.56	16.00	20.00	38.89	28.00	75.00	55.56	56.00	20	18	25
7	3.85	11.11	0.00	30.77	27.78	28.57	65.38	61.11	71.43	26	18	21
8	5.00	7.69	0.00	15.00	34.62	18.18	80.00	57.69	81.82	20	26	22
All Grades	4.55	8.06	5.88	22.73	33.87	25.00	72.73	58.06	69.12	66	62	68

Writing Domain
Percentage of Students by Domain Performance Level for All Students

Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
6	5.00	22.22	12.00	75.00	66.67	60.00	20.00	11.11	28.00	20	18	25
7	7.69	5.56	0.00	65.38	72.22	57.14	26.92	22.22	42.86	26	18	21
8	0.00	3.85	0.00	75.00	69.23	72.73	25.00	26.92	27.27	20	26	22
All Grades	4.55	9.68	4.41	71.21	69.35	63.24	24.24	20.97	32.35	66	62	68

Conclusions based on this data:

1. In 2023-24, the percentage of EL students who progressed one ELPAC level decreased 14% from the previous year

School and Student Performance Data

Physical Fitness Test Results (PFT)

Number of Students Tested

Physical Fitness Test Results (PFT) 2023-24

Number of Students Tested

	Number of Students Tested
Total student tested = 173	173
Aerobic Capacity	98.3%
Abdominal Strength and Endurance	96.5%
Trunk Extensor Strength and Flexibility	97.7%
Upper Body Strength and Endurance	96.5%
Flexibility	97.7%
Total student tested = 173	

Conclusions based on this data:

1. 173 of 178 (97%) of students in the 7th grade participated in the 2022-23 PFT, with the greatest percent (98.3%) participating in the Aerobic Capacity test and the lowest (96%) participating in the Upper Body Strength and Endurance.

California Healthy Kids Survey

Elementary Schools Grade 5:		Table
• School Connectedness – sites will report percent of students Average reporting "Yes, most of the time" or "Yes, all of the time"	%	4.7
• 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
• 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. Our District's Panorama Survey (which is given at all three grade levels) results from 2023-24 show that only 55% of students at East Avenue reported positive teacher-student relationships.

2. Only 51% of students report having a growth mindset and believe they have the potential to change factors that are central to their school performance in school

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
547	**38.9**	**11.3**	**0.2**
Total Number of Students enrolled in East Avenue Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	62	11.3
Foster Youth	1	0.2
Homeless	10	1.8
Socioeconomically Disadvantaged	213	38.9
Students with Disabilities	95	17.4

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	13	2.4
American Indian	1	0.2
Asian	40	7.3
Filipino	19	3.5
Hispanic	215	39.3
Two or More Races	46	8.4
Pacific Islander	1	0.2
White	212	38.8

Conclusions based on this data:

1. none

School and Student Performance Data

Overall Performance

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. While the Fall 2024 Dashboard has not yet been released, preliminary data suggests that the percent of East Avenue students who met proficiency on the 2023-24 CAASPP for English Language Arts (ELA) remained the same from the previous year at 58%.

2. While the Fall 2024 Dashboard has not yet been released, preliminary data suggests that the percent of East Avenue students who met proficiency on the 2023-24 CAASPP for Math has increased from 40% to 43%. That's an increase of 7% over two years.

3. While the Fall 2023 Dashboard has not yet been released, preliminary data shows that East Avenue's suspension rate dropped from 9.6% in 2021-22 to 7.3% in 2022-23, and was 6.9% in 2023-24.

School and Student Performance Data

Academic Performance
English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	2	1	2

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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Orange	No Performance Color
14.2 points above standard	84.6 points below standard	0 Students
Increased Significantly +21.6 points	Increased Significantly +21.8 points	
511 Students	81 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Yellow	Orange
10 Students	46.1 points below standard	99.8 points below standard
	Increased Significantly +25.9 points	Increased +12.1 points
	153 Students	95 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
63.8 points below standard	No Performance Color	Blue	37.7 points above standard
12 Students	0 Students	53.8 points above standard	Increased Significantly +18.3 points
		Increased Significantly +28.8 points	20 Students
		39 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	Less than 11 Students	Blue
30.2 points below standard	13.6 points above standard	1 Student	48.7 points above standard
Increased Significantly +18 points	Increased +6.3 points		Increased Significantly +24 points
197 Students	43 Students		201 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
116.7 points below standard	16.9 points below standard	29.3 points above standard
Increased Significantly +32.5 points	Increased Significantly +26.5 points	Increased Significantly +16.1 points
55 Students	26 Students	349 Students

Conclusions based on this data:

1. While the Fall 2024 Dashboard has not yet been released, preliminary data suggests that the percent of East Avenue students who met proficiency on the 2023-24 CAASPP for English Language Arts (ELA) remained the same from the previous year at 58%.

2. CAASPP Data across all of our subgroups remained consistent or drops 1-2%

School and Student Performance Data

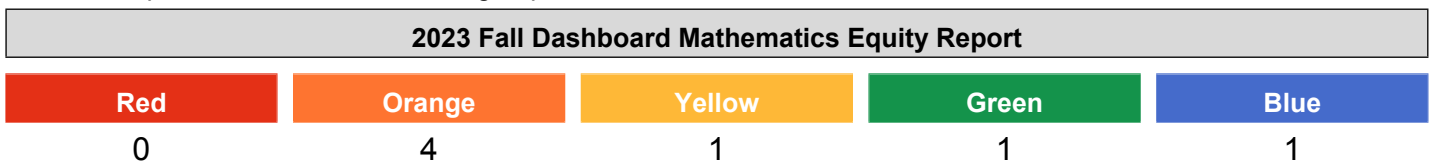## Academic Performance
Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	4	1	1	1

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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	No Performance Color
35.2 points below standard	145.9 points below standard	0 Students
Increased Significantly +19.5 points	Increased Significantly +18.8 points	
509 Students	80 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Orange	Orange
10 Students	106.7 points below standard	150.7 points below standard
	Increased Significantly +22.4 points	Increased +11.8 points
	155 Students	96 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
178 points below standard	No Performance Color	Green	7.7 points above standard
13 Students	0 Students	5.7 points below standard	Increased +14.2 points
		Increased Significantly +19.4 points	
		39 Students	20 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Orange	Less than 11 Students	Blue
91.7 points below standard	36.6 points below standard	1 Student	14.5 points above standard
Increased +14.2 points	Maintained -0.9 points		Increased Significantly +27.4 points
196 Students	43 Students		200 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
178.3 points below standard	78.5 points below standard	14.3 points below standard
Increased Significantly +20.1 points	Increased Significantly +33.9 points	Increased Significantly +15.5 points
54 Students	26 Students	348 Students

Conclusions based on this data:

1. While the Fall 2024 Dashboard has not yet been released, preliminary data suggests that the percent of East Avenue students who met proficiency on the 2023-24 CAASPP for Math has increased from 40% to 43%. That's an increase of 7% over two years.0

2. Both our EL and Black students saw an increase of 3%

School and Student Performance Data

Academic Performance
## English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress
Blue
60% making progress towards English language proficiency
Number of EL Students: 55 Students
Performance Level: 4
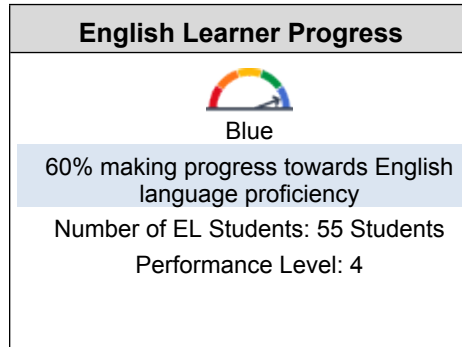
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
4	18	1	32

Conclusions based on this data:

1. While the Fall 2024 Dashboard has not yet been released, internal data shows that only 28% of East Avenue English Learners progressed at least one ELPAC level compared to 42% in 2022-23.

School and Student Performance Data

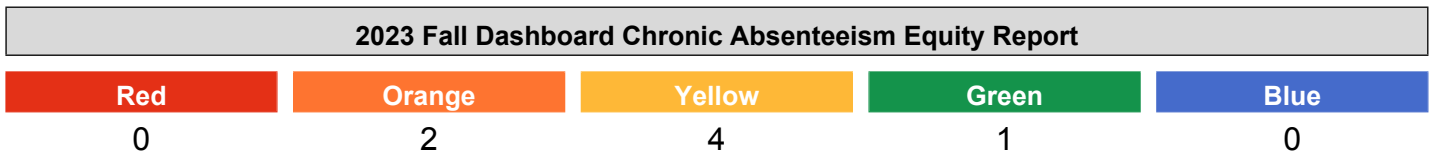## Academic Performance
College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report

Very High	High	Medium	Low	Very Low

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard College/Career Reportby Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. N/A

School and Student Performance Data

Academic Engagement
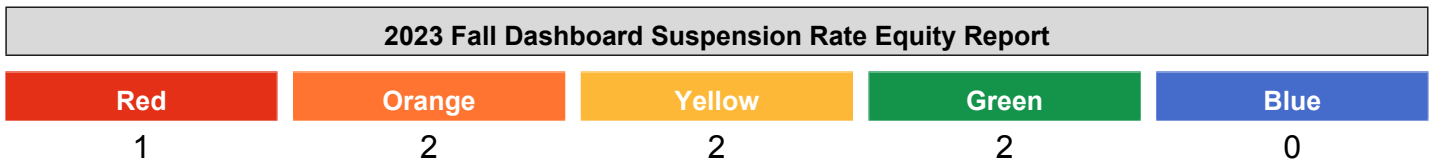## Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	2	4	1	0

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Yellow	Orange	Less than 11 Students
20.9% Chronically Absent	35.6% Chronically Absent	
Declined Significantly -5.8	Declined -14.4	1 Student
561 Students	73 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
54.5% Chronically Absent	Yellow	Orange
0	35.5% Chronically Absent	34.3% Chronically Absent
11 Students	Declined Significantly -11.5	Declined -6.9
	186 Students	105 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
28.6% Chronically Absent	Less than 11 Students	Green	14.3% Chronically Absent
Maintained 0		9.8% Chronically Absent	Increased 1.8
14 Students	1 Student	Declined -7.4	21 Students
		41 Students	

Hispanic	Two or More Races	Pacific Islander	White
Yellow	Yellow	Less than 11 Students	Yellow
28.7% Chronically Absent	17.4% Chronically Absent		15.4% Chronically Absent
Declined Significantly -3.3	Declined -14	1 Student	Declined Significantly -6.9
223 Students	46 Students		214 Students

Conclusions based on this data:

1. No data for 2023-24

School and Student Performance Data

Academic Engagement
Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1. Not applicable to middle school

School and Student Performance Data

Conditions & Climate
Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
1	2	2	2	0

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Orange	Less than 11 Students
7.3% suspended at least one day	15.1% suspended at least one day	1 Student
Declined -1.8	Declined -0.5	
574 Students	73 Students	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
33.3% suspended at least one day	Yellow	Red
12 Students	9.5% suspended at least one day	13.3% suspended at least one day
	Declined Significantly -7.6	Increased 1.2
	190 Students	105 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
35.7% suspended at least one day	Less than 11 Students	Orange	9.5% suspended at least one day
Increased 17	1 Student	4.5% suspended at least one day	Increased 9.5
14 Students		Increased 1.8	21 Students
		44 Students	
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow	Green	Less than 11 Students	Green
9.3% suspended at least one day	4.1% suspended at least one day	1 Student	4.6% suspended at least one day
Declined Significantly -4.1	Declined -5.5		Declined -1
226 Students	49 Students		218 Students

Conclusions based on this data:

1. While the Fall 2024 Dashboard has not yet been released, preliminary data shows that East Avenue's suspension rate dropped from 9.6% in 2021-22 to 7.3% in 2022-23 to 6.9% in 2023-24

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 1

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Math and English CAASPP proficiency rates for 8th graders and 7th graders will rise over the cohort's rates in 2022-23. In other words, the 8th graders in 2023-24 will outperform their 2022-23 rates in 7th grade and the 7th graders in 2023-24 will outperform their rates in 6th grade. Special attention will be paid to increase the proficiency rates of our Hispanic student group, as this group's rates have consistently been well below the school's overall rates.	On the 2023-24 CAASPP, scores will increase by 5% (or above) as follows: English 7th grade- 70% or above 8th grade- 63% or above Math 7th grade- 49% or above 8th grade- 45% or above In English, 51% of Hispanic students, across all grade levels, will score as proficient or above. In math, 32% of Hispanic students, across all grade levels, will score as proficient or above.	English 7th grade- 65% 8th grade- 46% Math All Grades = 43% In English, 38% of Hispanic students, across all grade levels In math, 23% of Hispanic students, across all grade levels On our 2023-24 District Math final exams: proficiency All Grades = 18% increase
District Writing Assessment proficiency for 8th graders and 7th graders will increase over the cohort's percentage in 2022-23.	On the 2023-24 District Writing Assessment, proficiency will increase by 5% (or above) as follows: 7th grade- 60% 8th grade- 52%	
District Math Final Exam scores will increase for 8th graders and 7th graders over the cohort's percentage in 2022-23.	On our 2023-24 District Math final exams, proficiencey will increase by 5% (or above) as follows: 7th grade- 33% 8th grade- 27%	

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Continue implementation of an Advancement Via Individual Determination (AVID) elective course and AVID sitewide strategies	The AVID elective course was implemented, but schoolwide strategies were not.	Planners, pens, and other classroom materials for the AVID elective. 4000-4999: Books And Supplies Admin. discretionary 1,000	4000-4999: Books And Supplies Admin. discretionary 1,000
		Continued training for our AVID elective teacher to continue with her AVID learning, including WICOR strategies that can then be shared with the faculty. 0001-0999: Unrestricted: Locally Defined Title II Part A: Improving Teacher Quality 3,000	0001-0999: Unrestricted: Locally Defined Title II Part A: Improving Teacher Quality 0
Send a cohort of East Avenue Middle School teachers and the site administrators to the E.L. Achieve training being provided through our District.	A cohort of teachers did attend EL Achieve training.	EL Achieve training is focused on the use of explicit language instruction to support grade-level content learning in English (Integrated ELD). Analysis of the language demands becomes part of lesson planning so that both language and content goals are considered.and the Off2Class training also being provided through our District. 0	
		Our District is funding both the training and the cost of substitutes needed for teachers to attend.	
Development of essential standards and common assessments, as well as course-alike analysis of formative assessment data and student work	Work was started on this, but not completed.	Weekly built-in collaboration time will be used for this purpose. No additional funds are needed. 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
products to inform instruction. Grade level math (Grade 6, Grade 7, Grade 8) Professional Learning Communities (PLCs) will also focus on the teaching of those essential standards with which students struggled the most on 2022-23 math finals.			
After-school Homework Hall	Homework Hall was implemented and students participated.	Hourly pay for staff members to provide oversight of Homework Hall, which provides time for students to complete their homework before they head home for the day. 2000-2999: Classified Personnel Salaries Admin. Gift account 2,500	Hourly pay for staff members to provide oversight of Homework Hall, which provides time for students to complete their homework before they head home for the day. 2000-2999: Classified Personnel Salaries Admin. Gift account 80
Fund a bilingual aide to work with EL students in core instruction	Bilingual Aide was funded through LCFF.	Fund aide for 25 hours per week at $28.28/hr 2000-2999: Classified Personnel Salaries LCFF - Supplemental 37,625.00	Fund aide for 25 hours per week at $28.28/hr 2000-2999: Classified Personnel Salaries LCFF - Supplemental 37,625

Analysis

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

The change in Principal in December 2023 interrupted the implementation of AVID sitewide strategies and PLC work of essential standards and CFA's.

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

The bilingual aide is highly effective at helping our ELLs in class and working to attain English proficiency. Unsure about the effectiveness of homework hall in achieving this goal. AVID/PLC effectiveness cannot be evaluated due to lack of full implementation.

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

AVID implementation did not occur nor did the training for AVID occur and the Homework Hall staff resigned

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.

Both PLC and AVID implementation will occur in 2024-25 because we will have a full administration team this year to manage this.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 2

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
- East's suspension rate - Percent of students reporting Positive Teacher-Student Relationships via our Panorama Survey - Percent of teachers who feel that problem behaviors (failure to meet expected behaviors) are defined clearly. - East's attendance rate	- Reduce East's suspension rate by a minimum of 2% to 5.3% or lower - Increase percent of East students who report positive teacher-student relationships by 16% to 70% - An improvement on the PBIS SAS assessment for teachers of "problem behaviors are defined clearly" such that 90% of teachers feel it is in place. - Increase East's attendance rate by 5% to 97%.	- Reduce East's suspension rate = 6.9% - East students who report positive teacher-student relationships = 53% - An improvement on the PBIS SAS assessment for teachers of "problem behaviors are defined clearly" = 90% East's attendance rate 95%

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
By December 2023, we will update all existing PBIS matrices to include our District's vulgarity, profanity, and hate-motivated behavior considerations and will present to our faculty our District-wide presentation on "Hate-free Profanity-Free Language," which provides definitions, Board policy, impacts, use of our existing PBIS	All existing PBIS matrices were updated.	Posters that reflect the updated PBIS matrices 4000-4999: Books And Supplies Admin. Gift account 275	Posters that reflect the updated PBIS matrices 4000-4999: Books And Supplies Admin. Gift account 275

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
framework, strategies, and resources for addressing such language at the Tier 1 level.			
School will have clear definitions for problem behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems and will include in the Tier 1 Handbook and share with staff.	We created clear definitions for problem behaviors that interfere with academic and social success, as well as, a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems. This information will be included in the Tier 1 Handbook and shared with staff.	No expenditures beyond staff salaries 0	
We will embed monthly PBIS professional development within faculty meetings that focuses on (a) teaching schoolwide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. This PD plan will promote student success by helping teachers refine practices that will support behavior as well as develop an understanding of the impact of mental health on behavior.	There was on-going monthly PBIS PD all year.	No expenditures beyond staff salaries 0	
Faculty will be shown discipline data and academic outcome data (e.g. curriculum-based measures, state tests, etc.) monthly and will provide feedback on Tier 1 practices within the past 12 months. We will use Schoology groups to push out data and staff surveys for feedback on schoolwide expectations, classroom practices, and acknowledgements.	Discipline data was shown and discussed with staff, but the staff surveys were not consistent.	No expenditures beyond staff salaries 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Send messages to parents/guardians about the importance of student attendance	Messages were not sent out after December.	Principal will send monthly messages via Blackboard and via the Principal's Monthly Newsletter ("On the Avenue") regarding research on relationship between attendance and student achievement. 0	
		Reinstitute "Perfect Attendance Award" on a trimester basis, including a certificate at the end of the school year. 4000-4999: Books And Supplies Admin. Gift account 500	Reinstituted "Perfect Attendance Award" on a trimester basis, including a certificate at the end of the school year. 4000-4999: Books And Supplies Admin. Gift account 500

Analysis

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

Because of the PBIS team, implementation was still able to occur despite a change in Principal.

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

Having clear definitions of problem behaviors helps students and teachers know what the expectations are as well as the rewards.

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

N/A

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

We will continue to follow this goal.

Annual Review and Update

SPSA Year Reviewed: 2023-24

Goal 3

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

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
• Principal newsletter to parents, which will include ways to get involved in Boosters, ELAC, SSC, volunteering, etc. • East maintenance of Schoology learning platform home pages. • East maintenance of school website • Faculty members and administrators to send positive messages home regarding students • Parent groups to be asked for input as well as surveys to be send to parents/guardians in general	• Principal continued sending newsletter to parents/guardians, monthly at a minimum. Newsletters to include ways to get involved, such as Boosters, SSC, ELAC, volunteering, etc. • Teachers will continue to maintain Schoology home pages so that students and parents can view up-to-date assignments, assessments, and grades for each of their classes and also communicate with teachers. Student grades will be updated by teachers no less often than every two weeks, beginning the 4th week of each new trimester. • Feedback on how to improve school website will be collected, reviewed, and acted on as appropriate. • Each faculty member to send three positive messages per week to parents/guardians regarding their student, and in particular how the student is supporting the Dolphin Way: Be Respectful, Be Responsible, Be Safe. • Continue to obtain parent/guardian input on various topics/issues via parent groups and	Principal left in December so the newsletters stopped until new principal arrived in March and newsletters began again. This was not a consistent practice with all teachers Website was maintained by office staff regularly 3 positive messages per week were not sent out by staff. Parent surveys went out based on district requirement

Metric/Indicator	Expected Outcomes	Actual Outcomes
	surveys. Minimum of one survey per trimester to be sent.	

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Principal to send "On the Avenue" newsletter to parents/guardians monthly at a minimum. Newsletter to include ways to get involved, such as Boosters, SSC, ELAC, volunteering, etc.	After December, newsletters were no longer sent out.	No cost associated. Newsletter sent via Blackboard and posted on school website. 0	
Teachers will continue to maintain Schoology home pages so that students and parents can view up-to-date assignments, assessments, and grades for each of their classes and also communicate with teachers. Student grades will be updated by teachers no less often than every two weeks, beginning the 4th week of each new trimester.	Teachers continued to maintain Schoology and updated every two weeks.	No associated expenditures. 0	
Each faculty member to send three positive messages per week to parents/guardians regarding their student, and in particular how the student is supporting the Dolphin Way: Be Respectful, Be Responsible, Be Safe.	Staff did not send home three positive messages per week.	No associated expenditures. The messages are to be prepared and sent during the last 7 minutes of weekly built-in collaboration time. 0	
Continue to obtain parent/guardian input on various topics/issues via parent groups and surveys.	Not Done.	No associated expenditures. Surveys will be sent out via Google. 0	
The East Avenue website will include a link for feedback on how the site	Website was consistently updated.	No cost 0	

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
can be improved. Feedback will be reviewed twice per month.			

Analysis

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

The lack of a full administrative team hindered the follow through with teachers sending home 3 positive messages per week.

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

Schoology is still an effective tool to provide updates to parents about student grades.

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

None

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.

Principal will send home weekly newsletters to parents. Teachers will send home at least one positive message per month to parents. Located in Goal 3.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Goal 1: Improve the percentage of students who have the skills and knowledge to graduate from high school

Goal Statement

East Avenue students will improve CAASPP scores in English and Math across all grade levels by 5%.

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Math and English CAASPP proficiency rates for 8th graders and 7th graders will rise over the cohort's rates in 2023-24. In other words, the 8th graders in 2024-25 will outperform their 2023-24 rates in 7th grade and the 7th graders in 2024-25 will outperform their rates in 6th grade. Special attention will be paid to increase the proficiency rates of our Hispanic student group, as this group's rates have consistently been well below the school's overall rates.	In English, 58% of students performed as proficient or above in 2023-24: In Math, 43% of students performed as proficient or above in 2023-24: In English, 39% of Hispanic students, across all grade levels, scored as proficient or above. In Math, 23% of Hispanic students, across all grade levels, scored as proficient or above.	On the 2024-25 CAASPP, scores will increase by 5% (or above) as follows: In English, scores will increase from 58% to 63% as proficient or above In Math, scores will increase from 43% to 48% as proficient or above In English, 45% of Hispanic students, across all grade levels, will be proficient or above. In Math, 30% of Hispanic students, across all grade levels, will be proficient or above.
District Math Final Exam scores will increase for 8th graders and 7th graders over the cohort's percentage the previous year.	On our District Math final exams, 52% of students performed as proficient or above in 2023-24:	On our District Math final exams, 60% of students will be proficient or above.

Planned Strategies/Activities

Strategy/Activity **1**

Continue to expand the Advancement Via Individual Determination (AVID) elective course and AVID sitewide strategies / Attend AVID National Conference

Students to be Served by this Strategy/Activity

The following Schoolwide AVID strategies will be put into place over the course of the school year:

Critical reading: Students mark the text, write in the margins, chart the text, and pause to connect
Focused note-taking: Students take notes, process them, connect their thinking, summarize, reflect, and apply their learning
Binder organization: Students use a binder with tabs labeled by subject, an agenda, and a pencil pouch
Building relationships: Teachers greet students at the door and show they are excited to meet them
Building classroom community: Teachers develop strategies to establish relationships and build a positive classroom community

Additionally, AVID Writing, Inquiry, Collaboration, Organization, and Reading (WICOR) is a schoolwide instructional approach being taken at East Avenue that places students at the center of their learning by empowering them to take ownership and agency of their thinking and learning.

2 Teachers and Admin will attend the AVID National Conference and will train the staff on these strategies

Timeline

Sitewide WICOR strategies are designed to be rolled out as the 2024-25 school year progresses, as well as during built-in Wednesday collaboration time throughout the school year.

Person(s) Responsible

Administration, AVID elective teacher, certificated staff

Proposed Expenditures for this Strategy/Activity

Amount	3,000
Source	Admin. discretionary
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures
Description	Conference expense
Source	None Specified
Budget Reference	None Specified
Description	Continued training for our AVID elective teacher to continue with her AVID learning, including WICOR strategies that can then be shared with the faculty.

Strategy/Activity 2

Schoolwide focus on effective instructional strategies and differentiation in all classrooms to target students below grade level

Students to be Served by this Strategy/Activity

All students with a focus on English Learners

Timeline

Throughout the 2024-25 school year

Person(s) Responsible

Site administrators, working with the District Curriculum Department

Proposed Expenditures for this Strategy/Activity

Amount	0

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All students

Timeline

September - April 2025.

Person(s) Responsible

Teacher and Site administrators, working with the District Curriculum Department

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	EL Achieve training is focused on the use of explicit language instruction to support grade-level content learning in English (Integrated ELD). Analysis of the language demands becomes part of lesson planning so that both language and content goals are considered. The Off2Class training will also be provided through our District.
Description	Our District is funding both the training and the cost of substitutes needed for teachers to attend.

Strategy/Activity 4

Use of essential standards and common assessments, as well as course-alike analysis of formative assessment data and student work products to inform instruction. Grade-level math (Grade 6, Grade 7, Grade 8) Professional Learning Communities (PLCs) will also focus on the teaching of those essential standards and have a daily focus on word problems.

Students to be Served by this Strategy/Activity

All students

Timeline

2024-25 school year

Person(s) Responsible

Site administration and certificated staff.

Proposed Expenditures for this Strategy/Activity

Amount	0

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

Strategy/Activity 5

Use of supplemental online curriculum in classes (Edpuzzle,Time for kids, IXL, Lexia, Explore, NewsELA)

Students to be Served by this Strategy/Activity

All Students

Timeline

2024-25

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	12,780
Source	General Fund
Budget Reference	4000-4999: Books And Supplies
Description	Edpuzzle,Time for kids, IXL, Lexia, Explore, NewsELA

Strategy/Activity 6

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

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

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
- East's suspension rate - Percent of students reporting Positive Teacher-Student Relationships via our Panorama Survey - Percent of teachers who feel that problem behaviors (failure to meet expected behaviors) are defined clearly. - East's attendance rate	- East had a 6.9% suspension rate in 2023-24, 1% over our District middle school average 53% of East students reported positive teacher-student relationships last year - East Avenue's PBIS Self-Assessment Survey (SAS) for teachers of shows 17% of teachers feel that "problem behaviors are defined clearly" is in place, 71% feel it is partially in place, and 13% feel it is not in place. - East Avenue had an attendance rate of 94.7%	- Reduce East's suspension rate by a minimum of 2% - Increase percent of East students who report positive teacher-student relationships to 70% - An improvement on the PBIS SAS assessment for teachers of "problem behaviors are defined clearly" such that 90% of teachers feel it is in place. - Increase East's attendance rate to 96%.

Planned Strategies/Activities

Strategy/Activity **1**

Update all existing PBIS matrices to include our District's vulgarity, profanity, and hate-motivated behavior considerations. Use of our existing PBIS framework, strategies, and resources for addressing such language at the Tier 1 level. Begin implementation of "No Place for Hate" strategies

Students to be Served by this Strategy/Activity

All Students

Timeline

August - December 2024

Person(s) Responsible

PBIS Coordinator, PBIS Team, Site Administrators, and Faculty

Proposed Expenditures for this Strategy/Activity

Source	None Specified
Budget Reference	None Specified

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All Students

Timeline

All year

Person(s) Responsible

PBIS Coordinator, PBIS Team, Site Administrators, and Faculty

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No expenditures beyond staff salaries

Strategy/Activity 3

We will embed monthly PBIS professional development within faculty meetings and 6 California Integrated Supports Project (CA-ISP) trainings during collaboration meetings that focuses on (a) teaching schoolwide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance. This PD plan will promote student success by helping teachers refine practices that will support behavior as well as develop an understanding of the impact of mental health on behavior.

Students to be Served by this Strategy/Activity

All students

Timeline

All year

Person(s) Responsible

PBIS Coordinator, PBIS Team, Site Administrators, and Faculty

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No expenditures beyond staff salaries

Strategy/Activity 4

Faculty will be shown and discuss discipline data and academic outcome data each trimester. We will use Schoology groups to push out data and staff surveys for feedback on schoolwide expectations, classroom practices, and acknowledgements.

Students to be Served by this Strategy/Activity

All Students

Timeline

All School Year

Person(s) Responsible

PBIS Coordinator, PBIS Team, Site Administrators, and Faculty

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No expenditures beyond staff salaries

Strategy/Activity 5

Students to be Served by this Strategy/Activity

Timeline

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

Increase parent and community engagement and communication.

Goal Statement

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

Basis for this Goal

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

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
• Principal newsletter to parents, which will include ways to get involved in Boosters, ELAC, SSC, volunteering, etc. • East maintenance of Schoology learning platform home pages. • East maintenance of school website • Faculty members and administrators to send positive messages home regarding students • Parent groups to be asked for input as well as surveys to be send to parents/guardians in general	• Regular newsletters were not sent out during the 2023-24 school year • All East teachers maintain Schoology home page so students and parents/guardians can view up-to-date assessments and grades of each of their classes and also communicate with their teachers, but updates are not consistent • The East Avenue website includes a link for feedback on how the site can be improved. • Currently, no concerted effort to send home positive, encouraging messages. • Parent/guardian input is sought during parent group meetings and via survey.	• Principal to continue sending newsletter to parents/guardians, weekly at a minimum. Newsletters to include ways to get involved, such as Boosters, SSC, ELAC, volunteering, etc. • Teachers will continue to maintain Schoology home pages so that students and parents can view up-to-date assignments, assessments, and grades for each of their classes and also communicate with teachers. Student grades will be updated by teachers no less often than every two weeks, beginning the 4th week of each trimester. • Each faculty member to send at least one positive messages per month to parents/guardians regarding their student, and in particular how the student is supporting the Dolphin Way: Be

Metric/Indicator	Baseline	Expected Outcome
		Respectful, Be Responsible, Be Safe. • Continue to obtain parent/guardian input on various topics/issues via parent groups and surveys. Minimum of one survey per trimester to be sent.

Planned Strategies/Activities

Strategy/Activity 1

Principal to send newsletter to parents/guardians weekly. Newsletter to include ways to get involved, such as Boosters, SSC, ELAC, volunteering, etc.

Students to be Served by this Strategy/Activity

All students (via parents/guardians)

Timeline

All School Year

Person(s) Responsible

Principal

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No cost associated. Newsletter sent via Finalsite and posted on school website.

Strategy/Activity 2

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

Students to be Served by this Strategy/Activity

All students (and parents/guardians)

Timeline

All School Year

Person(s) Responsible

Site Administrators, Teachers

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No associated expenditures.

Strategy/Activity 3

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

Students to be Served by this Strategy/Activity

All students

Timeline

All school year

Person(s) Responsible

School administrators and faculty

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No associated expenditures. The messages are to be prepared and sent during the last 7 minutes of weekly built-in collaboration time.

Strategy/Activity 4

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

Students to be Served by this Strategy/Activity

All students (via parents/guardians)

Timeline

All school year

Person(s) Responsible

School administrators

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No associated expenditures. Surveys will be sent out via Google.

Strategy/Activity 5

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

Students to be Served by this Strategy/Activity

All Students

Timeline

All School Year

Person(s) Responsible

Principal and Webmaster

Proposed Expenditures for this Strategy/Activity

Amount	0
Description	No cost

Budget Summary and Consolidation

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$2,825
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	15,780.00

Allocations by Funding Source

Funding Source	Amount	Balance
Discretionary	51,520	51,520.00
Title II Part A: Improving Teacher Quality	$2,825	2,825.00
Other	10,170	10,170.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
Admin. discretionary	3,000.00
General Fund	12,780.00

School Site Council Membership

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

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

1 Secondary Students

Name of Members	Role
Mark Neal	Principal
Magdalena Romero	Other School Staff
Cathy Kirst	Classroom Teacher
Robert Olds	Classroom Teacher
Diane Lowery	Classroom Teacher
Laine Pascall	Parent or Community Member
Shake Sulikyan	Parent or Community Member
Andrea Tapia	Parent or Community Member
John Iacono	Parent or Community Member
Sloane Thomas	Secondary Student

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

Recommendations and Assurances

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

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

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

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

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

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

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

This SPSA was adopted by the SSC at a public meeting on 10/9/24.

Attested:

	Principal, Mark E. Neal on 10/9/24
	SSC Chairperson, Shake Sulikyan on 10/9/24

Addendum

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

Instructions: Linked Table of Contents

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Analysis
Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.
   • Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
   • Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
   • Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
   • Describe any changes that will be made to the goal, expected annual measureable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

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

Budget Summary

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

A school may include additional information or more detail.

Consolidation of Funds

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

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

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

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

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).

2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).

3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).

4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).

5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).

6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).

7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.

8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).

9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

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

Schoolwide Program Requirements

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

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
    a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
    b. use effective methods and instructional strategies based on scientifically based research that
        i. strengthen the core academic program in the school;
        ii. provide an enriched and accelerated curriculum;
        iii. increase the amount and quality of learning time;
        iv. include strategies for meeting the educational needs of historically underserved populations;
        v. help provide an enriched and accelerated curriculum; and
        vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
    c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
        i. strategies to improve students' skills outside the academic subject areas;
        ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
    a. strategies to attract highly qualified teachers;
    b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
    c. the devotion of sufficient resources to effectively carry out professional development activities; and
    d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.

4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
    a. Ensure that those students' difficulties are identified on a timely basis; and
    b. Provide sufficient information on which to base effective assistance to those students.

6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

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

Appendix B: Select State and Federal Programs

Federal Programs

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

State or Local Programs

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

Appendix C: Centralized Services for Planned Improvements in Student Performance

Centralized Services for Planned Improvements in Student Performance

Centralized Services/Expenditures for 2024-2025
State and Federally – Funded Categorical Programs

Title I, Part A, Improving the Academic Achievement of the Disadvantaged:
Provides supplemental funds to be used to narrow the educational gap between disadvantaged children and other children in those areas where the highest concentration of children from low-income families attend school.
- *Funds are allocated for kinder readiness, supplemental intervention and summer programs for targeted students, homeless students.*
- ***Supporting our District SPSA Goals.***
- *$84,562*

Title II, Part A, Supporting Effective Instruction:
Provides grants to Local Educational Agencies to increase student academic achievement by improving teacher and principal quality, increasing the number of highly qualified teachers and principals in the schools, and to hold Local Educational Agencies and schools accountable for improvement in student academic achievement.
- *Funds are used for staff development for new teacher support, to improve teacher and principal quality **supporting our District SPSA Goals**.*
- *Private school staff will have the opportunity to participate in professional development activities funded with*
- *Title II.*
- *$92,858*

Title III, Language Instruction for English Learners (EL):
Provides funding for supplementary programs and services for English Learner (EL) students. Programs must provide staff development opportunities to school staff assigned to EL student populations. Funds may also be used for parental involvement and related EL student program activities.
- *Partially funds Districtwide EL Instructional Assistant.*
- *High quality professional development for teachers and administrators, parent education and outreach, and non-mandated translator/interpreters, **supporting our District SPSA Goals**.*
- *Supplemental materials to support immigrant and EL students.*
- *$153,655*

Title III, Language Instruction for Immigrant Students
Provides funding for activities that provide enhanced instructional opportunities for immigrant children and youth. Supplemental materials to support immigrant and EL students.
- *Funds are used for tutoring and counseling, materials and technologies, supplies, transportation, and instructional services to support immigrant children and youth Districtwide.*
- *Family literacy, outreach, and community services.*
- *$32,434*

Title IV, Part A, Student Support and Academic Enrichment:
Provides funding for supplementary programs, safe schools, and effective use of technology to ensure a well-rounded education for all students.
- *Funds are allocated for after-school elementary math programs for at-risk students, ensuring safe and drug free schools, implementing academic programs to increase student achievement, and increasing student access to technology, **supporting our District SPSA Goals**.*
- *Private schools will have the opportunity to enhance student support and academic enrichment programs funded with Title IV.*
- *$66,107*

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	$2,825
	Total amount of federal categorical funds allocated to this school	$2,825

State Programs		**Allocation**
X	**Local Control Funding Formula (LCFF) Base** Purpose: Support the needs of all students and student groups	$51,520
X	**Local Control Funding Formula (LCFF) Supplemental** Purpose: Support the needs of English Learners, low socio-economic, and Foster Youth	$
	Total amount of federal categorical funds allocated to this school	$2,825

Local Funding		
X	**Technology Funds – Local Parcel Tax**	$10,170

Appendix H

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

PROGRAM DESCRIPTION:

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

- Staff development will include a focus on digital literacy in support of student engagement.

- Provide teachers with new laptops, document cameras, and projectors. Based on staff interest, a five year plan to upgrade devices from PCs to Macs for all interested site staff has been approved.