

School Year: 2020-2021

School Plan for Student Achievement (SPSA) Elementary

School Name	County-District-School (CDS) Code	School Site Council (SSC) Approval Date	Local Board Approval Date
Edenvale Elementary School	43696256093066	June 10, 2020	November 12, 2020

Purpose and Description

Schoolwide Program

At Edenvale, our vision is for our students to become not only college-bound and career ready, but also life-long learners, 21st century leaders, and productive global citizens. Our mission is to close the achievement gap by developing high-achieving students, effective communicators, and skilled problem solvers.

At Edenvale School, we believe that every student can achieve at high levels. Therefore, a fundamental aim of our educational programs is to ensure that each student possesses the competence and confidence that would guarantee success at the next level. This plan is our roadmap for building and sustaining a strong and effective instructional core in every classroom. It is our articulation of the vision for student learning outlined in our district's Five-year Strategic Plan. Effective teaching, capable instructional leadership and strong relationships are crucial to realizing our community's hopes and dreams for student learning and development. This focus articulates the teaching practices, leadership practices and organizational practices that have become the norm throughout our school system. Our focus expresses our collective responsibility for student learning and motivates us all – school, home, and community – to collaborate in ways that will turn our good intentions into strong results for students.

As a result of the COVID-19 pandemic and under the guidance of the Santa Clara Public Health Department and the Santa Clara County Office of Education, Oak Grove School District closed its schools and transitioned to remote instruction on March 16, 2020. This involved the discontinuation of students receiving in-person instruction at schools. Instead, all instruction was delivered through a distance learning model in which students participated in activities at home, receiving instruction primarily through digital means. OGSD's SPSP plan is in alignment with goals set forth and approved by the Board of Trustees in our Local Control and Accountability Plan and Learning Continuity Plan for the 2020-21 School Year.

At Edenvale, we have adapted to ensure that our students continue to learn at high levels. Our teachers maintain rigorous, relevant, and engaging instruction through google classroom and google meets. Students are expected to participate and meet grade level common core expectations.

We work closely with stakeholders throughout the district and analyze student performance data on an ongoing basis. Six goals, outlined below, have been identified as the focus within our current three year LCAP plan to improve outcomes for all students.

Goal 1 - All students will be proficient in meeting and/or exceeding all Common Core State Standards.

Goal 2 - We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Goal 3 - We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Goal 4 - Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Goal 5 - School and classroom environments support learning, creativity, safety, and engagement.

Goal 6 - We will actively engage parents and community members in supporting the implementation of CCSS instruction and providing input to program decisions.

Stakeholder Involvement

Involvement Process for the SPSA and Annual Review and Update

OGSD's efforts to solicit stakeholder feedback to inform stakeholders of the reopening plan for the 2020-21 school year, the use of federal categorical monies as it relates to the School Plan for Student Achievement and the Learning Continuity and Attendance Plan, began in June and continued regularly throughout the development process. OGSD's reopening plan explicitly identified research, survey and data collection as the first and foundational phase of planning. Engaging in outreach and surveying stakeholders has provided and continues to provide staff and administration invaluable input to inform the school's planning in Academics, Attendance, Engagement, Culture and Climate, Nutrition Services, and Public Health. In addition to surveys,

beginning in June we also convened a Reopening Schools Taskforce with over 84 District Stakeholders.

COVID 19 and sheltering in place have had a significant impact on Edenvale's schoolwide program. Our goals remain the same, and common Core standards for each grade of course remain the same, however more effort is put into identifying power standards for each subject that all teachers at a given grade level have agreed to prioritize. Teachers have less time with the students for direct, face to face , explicit instruction. The school has had to adjust by having teachers do their lesson through Google Meet and then differentiating learning through Google breakout groups. The school has had to identify innovative strategies to meet the obvious challenges presented by COVID to engage and meet the needs of all its students, but in particular its more vulnerable students. Each goal outlines some creative strategies devised for the distance learning context to meet accomplish or school goals.

Presentations to stakeholders included:

School Site Council

Date: 06/10/2020

English Learner Advisory Committee (ELAC)

The School Site Council approved the SPSA on June 10, 2020

Resource Inequities

There is a shortage of resources such as cultural and bilingual supports as well as release time to visit bilingual classrooms. Second, professional development is needed to provide teachers with more actionable high leverage strategies and more in-depth metacognitive knowledge about their cultural identity and biases. Third, teachers should be trained to participate effectively by analyzing English learner academic work, professional learning communities and instructional rounds to positively affect attribution and collective efficacy. Fourth, the school should enhance resources and professional capacity by providing more bilingual and culturally and linguistically responsive materials.

In terms of resource inequities from COVID-19, in the spring we realized there was an increased need to address learning loss as a result of the sudden school closure March 16, 2020. During this time, we discovered not all students had access to a device and an internet Hotspot, in addition the distance learning format had proved to be a challenge most particularly for students with disabilities and English Language learners.

Goals, Strategies, Expenditures, & Annual Review

GOAL 1: STUDENT MEET COMMON CORE STANDARDS

All students will be proficient in meeting and/or exceeding all Common Core State Standards. All teachers are implementing Common Core standards, strategies, and materials.

10% more Edenvale students school-wide will perform at/above grade level on SBAC in ELA and Math on the 2020 SBAC test than the 2019 SBAC test. That would be 41% for the 2020 SBAC test versus the 31% for the 2019 SBAC test. The goal for math would be to rise from 28% in 2019 to 38% in 2020. 85% of students who receive at least four guided reading lessons weekly will grow at least 1.5 years in reading as measured by Rigby or Fountas and Pinnell. All students will have moved at least one level from Beginning-of-the-Year (BOY) to the End-of-the-year (EOY) on the opinion rubric based on the school wide writing prompt.

Identified Need:

With the implementation of CCSS and SBAC, we are finding that our students are showing gaps in foundational literacy skills and foundational math skills. We plan to focus our coaching on balanced literacy skills and foundational literacy skills. We also plan to provide professional development to our coaching staff regarding the new NGSS instructional practices.

With respect to ELA achievement, there are still too many students struggling in reading at Edenvale. Last year, only 31% met or exceeded grade level standards in ELA on the CAASPP. There is an identified need for more Tier one and Tier two reading interventions including guided Reading, readers workshop Mini-lessons (link to self-assessments), use of reading progressions, research based practices targeting struggling students, refine our delivery of all components of the workshop, use common language across grade levels.

With regards to math achievement at Edenvale, there are still only 28% of Edenvale students who have met standards based on 2019 CAASPP results in Math. There is a need for more teacher-made assessments in math.

Distance Learning Need:

- The ability for teachers to adjust the way to deliver their lessons
- Ability to utilize different online tools
- Educate parents to work and support students at home
- Educate parents on Iready to be utilized at home
- Monitor Instructional time with students
- Need of materials at home
- Extra support for students

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Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standard for All Students	ELA 2015: 23% 2016: 24% 2017: 23%	Increase the CAASPP SBAC percent of all students meeting or exceeding standards by 5% higher than the prior year in ELA

2018: 29%

2019: 30%



and Math in grades 3-6.]

	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard	2019 ELA at Standard (6/21/19)
District	47%	50%	50%	54%	56%
Edenvale	24%	23%	23%	29%	30%
3rd	13%	8%	5%	22%	30%
4th	18%	17%	23%	27%	26%
5th	39%	31%	24%	35%	27%
6th	28%	36%	36%	32%	36%
African American	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard	
District	37%	40%	36%	39%	
Edenvale	22%	14%	0%	0% (1 S)	
Asian	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard	
District	71%	74%	73%	76%	
Edenvale	65%	53%	55%	83% (21 Ss)	
Latino	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard	
District	31%	34%	35%	38%	
Edenvale	19%	19%	20%	24%	
White	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard	
District	62%	62%	63%	68%	
Edenvale	50%	100%	50%	4 students	
Special Education	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard	
District	12%	11%	12%	13%	
Edenvale	0%	0%	5%	9%	

EL	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard
District	14%	20%	23%	17%
Edenvale	10%	10%	12%	16%
Economical ly Disadvanta ged	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard
District	30%	33%	35%	37%
Edenvale	21%	21%	21%	26%
Foster Youth	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard
District				
Edenvale				4 students
Homeless	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard
District				
Edenvale				0 students
Filipino	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard
Edenvale				
Edenvale				0 students
Pacific Islander	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard
District			34%	31%
Edenvale			0%	0% (3 Ss)
2+Races	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard
District				
Edenvale				1 Student
2+Races	2015 ELA at Standard	2016 ELA at Standard	2017 ELA at Standard	2018 ELA at Standard
District				
State				

Math

2015: 14%

2016: 17%

2017: 20%

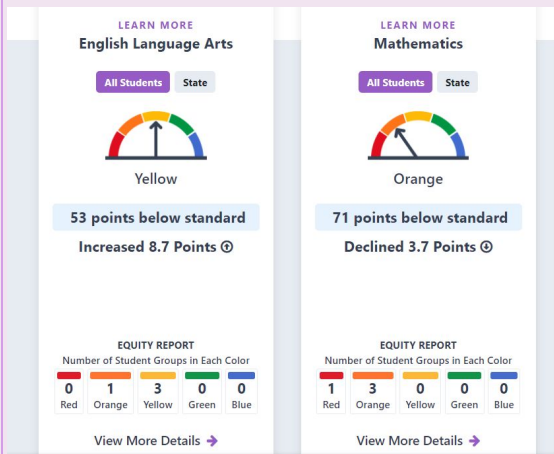
2018: 21%

2019: 28%

	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard	2019 Math at Standard (6/21/19)
District	38%	42%	43%	46%	48%
Edenvale	14%	17%	20%	21%	28%
3rd	10%	24%	15%	20%	41%
4th	8%	14%	18%	23%	29%
5th	21%	16%	17%	25%	22%
6th	19%	16%	26%	17%	18%
African American	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard	
District	25%	26%	28%	29%	
Edenvale	25%	0%	0%	33% (1 S)	
Asian	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard	
District	67%	71%	71%	75%	
Edenvale	44%	47%	60%	70% (21 Ss)	
Latino	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard	
District	21%	24%	25%	28%	
Edenvale	10%	13%	15%	16%	
White	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard	
District	51%	53%	54%	60%	
Edenvale	0%	100%	25%	4 students	
Special Education	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard	
District	9%	11%	11%	13%	
Edenvale	0%	0%	5%	13%	
EL	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard	
District	11%	20%	23%	16%	
Edenvale	4%	8%	13%	11%	
Economically Disadvantaged	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard	
District	22%	26%	26%	29%	
Edenvale	11%	14%	18%	19%	
Foster Youth	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard	
District					
Edenvale				4 students	
Homeless	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard	
District					
Edenvale				0 students	

Filipino	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard
District				
Edenvale				0 students
Pacific Islander	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard
District			26%	29%
Edenvale			0%	0% (3 Ss)
2+Races	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard
District				
Edenvale				1 Student
2+Races	2015 Math at Standard	2016 Math at Standard	2017 Math at Standard	2018 Math at Standard
District				
State				

CA Dashboard Overall Academic Performance Levels



Increase by one performance level on the CA Dashboard from the prior year in ELA and Math for all students in grades 3-6.] **If you are green you may want to maintain.

ELA

2018: Orange

2019: Yellow

Math

2018: Orange

2019: Orange

iReady Reading and Math

	FALL - Read (Tier 1)				
	15-16	16-17	17-18	18-19	19-20
Oak Grove SD					
Edenvale	10%	11%	12%	14%	13%
Kindergarten	19%	6%	3%	13%	14%
First	3%	12%	2%	5%	5%
Second	7%	14%	25%	13%	8%
Third	15%	9%	18%	23%	13%
Fourth	8%	8%	4%	18%	32%
Fifth	8%	11%	17%	8%	12%
Sixth	14%	18%	12%	17%	11%

Increase 5% more students predicted to be proficient on SBAC based on iReady mid-year Predicted Proficiency report.

	FALL - Math (Tier 1)				
	15-16	16-17	17-18	18-19	19-20
Oak Grove SD					
Edenvale	8%	8%	9%	10%	9%
Kindergarten	15%	0%	4%	7%	2%
First	0%	3%	0%	5%	3%
Second	0%	3%	8%	4%	2%
Third	4%	6%	4%	9%	4%
Fourth	7%	8%	12%	12%	16%
Fifth	7%	10%	16%	17%	11%
Sixth	17%	15%	12%	15%	23%

One common professional development day for all 6th grade math teachers on CPM will be provided with a focus on common backwards mapping, collaborative planning, and common assessment with a focus on needs supporting our English learners in accessing grade level standards.

Goal 1 **Action 1:** (ELA & Math) Alignment of Instruction

For ELA: Tasks include:

1. The literacy coach will support all grade levels through SEAL (Sobrato Early Academic Language), Project Based Learning Strategies, Common Core English Language Arts and English language development.
2. The coach will be utilized to co-teach, model and coach the teachers on an ongoing basis. Due to the time investment of the SEAL Model, the English Learner Teacher Partner (ELTP) focus will be on primary teachers and developing the year long plan and the units of study.
3. Teachers will implement designated and integrated ELD (English Language Development) to support the English Language Learners and the English-only learners to develop stronger language skills.

4. Teachers will use guided reading during their teaching day to improve the student's instructional and independent reading levels.
5. Teachers TK-3 will participate in the SEAL Model and implement the strategies with their students.
6. Principal will provide teachers release time for grade level planning. Coaches will facilitate these days and use them for results oriented cycles of inquiry on student data, professional learning, and unit planning.
7. This year, the school is focused on writing as a core goal, and in particular Writer's workshop. Teachers will be provided ongoing training for Writer's Workshop. Instructional coaches will provide ongoing coaching support to implement Writer's Workshop and make connections to the Sobrato Early Academic Language and Project Based Learning. Principal and staff will support teachers to analyze student writing samples to inform instruction.

For Math, tasks include:

1. All teachers will utilize Engage New York modules to help with pacing of the common core standards in Mathematics.
2. All teachers will supplement Engage New York with daily number talks.
3. Grade level teachers will participate in results oriented cycle of inquiry analysis and planning days.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	4 Days per teacher x 18=72 days	\$11,232.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Literacy Coach	\$129,337.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Sub-Release Teacher (PD 72 Planning Day for 18 Teachers x \$ 156)	\$11,232.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Supplies (Instructional Material)	\$10,000
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Maintenance Agreement	\$3,000

Goal 1 **Action 2** (ELA & Math) Strategies and Materials

For ELA, Tasks include:

1. Staff will provide a variety of instructional materials to improve student achievement and align to the Common Core Standards.
2. Principal will provide licenses and access to Reading A-Z.
3. The teachers will utilize the computer technician consultant to manage the technology issues that arise weekly.

For Math:

1. Principal will purchase support materials to supplement the curriculum currently being utilized while teaching Math common core standards.
2. Teachers will implement number talks on a daily basis.
3. Coaches will help to organize math materials into one central location.

Proposed Expenditures for this Strategy/Activity - ELA

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Materials (Inst, Office Depot, Misc)	\$4,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Reading A-Z & RAZ Kids	\$1,835.00
Local Control Funding Formula State Compensatory Education	Library Furniture	\$5,000.00

Proposed Expenditures for this Strategy/Activity - Math

Source	Budget Reference	Amount
Local Control Funding Formula State Compensatory Education	Math materials (Inst, Office Depot, Misc)	\$5,000.00

Goal 1: **Action 3**: (ELA & Math) Extended Learning Time

For ELA Tasks include:

1. Staff will provide a variety of before/after school interventions (Academies, Boys & Girls Club).

2. Staff will provide peer tutoring (upper grade students work in primary grades during lunch recess).
3. Staff will provide after school interventions, in English Language Arts, to identified students.
4. The Boys and Girls Club after school program provides homework opportunities.

For Math, tasks include:

1. Staff will provide targeted flexible group math instruction for students scoring below standard.
2. After school Math Academies will be provided for students below grade level.
3. Teachers will provide math online iReady interventions aligned with the iReady assessments.

Goal 1 Action 4: (ELA & Math) Increased Opportunity

For ELA, Tasks include:

1. Staff will provide additional ELD support through Rosetta Stone to the identified 3rd-6th grade EL students who are ELPAC level 1 and 2 in listening and speaking.
2. Staff will provide English Language Arts online iReady intervention lessons for students who are below grade level.

For Math, tasks include:

1. Teachers will meet regularly at site grade level meetings to ensure common core standards are being taught.
2. The focus this year will be on math problem solving and fluency. Principal, district instructional coaches, and site instructional coaches will provide ongoing support to teachers to deepen math instructional strategies. They will also support teachers in analyzing student writing samples to inform instruction and improve written responses in Math problem solving questions.

Goal 1 Action 5: (ELA & Math) Staff Development

For ELA Tasks include:

1. Principal provides release time for TK-3 grade teachers participating in SEAL Model training as well as release time for 4-6 grade for PBL planning time.
2. The district and Sobrato Institute will provide professional materials and training for the SEAL Model.
3. The TK-3rd grade teachers and coaches will attend and participate in the Sobrato Early Academic Language (SEAL) modules and collaborative grade level unit development days.
4. Principals will attend SEAL Principal professional development days 3 times per year.
5. Principal and instructional coaches provide staff professional development on ELD Standards, Integrated/designated ELD and the ELA/ELD Framework.
6. This year, the school is focused on writing as a core goal, and in particular Writer's Workshop. Teachers will be provided ongoing training for Writer's Workshop. Instructional

coaches will provide ongoing coaching support to implement Writer's Workshop and make connections to the Sobrato Early Academic Language and Project Based Learning. Principal and staff will support teachers to analyze student writing samples to inform instruction.

For math, Tasks include:

1. Parent/Teacher goal setting conferences will take place in the fall and as needed throughout the year. Translation of all necessary documentation for home will be provided. Translation will be provided during conferences.
2. SEAL (Sobrato Early Academic Literacy) gallery walks, expositions of students' final projects at the end of a given thematic unit, will integrate math as well as language arts.
3. For parent engagement, parents will be trained through the Family Engagement Institute classes on how to support their students with common core math.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Local Control Funding Formula State Compensatory Education	Conferences	\$2,500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Professional Development	\$7,000.00

Goal 1 Action 6: (ELA & Math) Auxiliary Services

For ELA Tasks include:

1. The Instructional Leadership Team (ILT) defines goals, contributes to the theory of action, provides input on plans, and monitors progress.
2. The ILT develops a systematic approach for two-way communication between the ILT members and the rest of the staff.
3. ILT members take a more active role in leading professional learning opportunities through actions such as facilitation of professional development sessions and teacher collaboration.

For Math, Tasks include:

1. Instructional practices will be assessed regularly at coaches meetings, instructional leadership team meetings, staff meetings, and grade level meetings using the instructional focus as a basic rubric.
2. Students will be assessed using module tests and iReady assessments.
3. Results of assessments will be analyzed by principal and staff.
4. Student achievement will be discussed at 6-Week Results Oriented Cycle of Inquiry (ROCI) Planning Sessions as well as 6-Week Response to Intervention (RTI) professional development times.
5. K-6 teachers administer the iReady/Math assessments 3 times per year.

6. The teachers and grade level teams review and analyze the data to guide their instruction through results oriented cycles of inquiry.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Local Control Funding Formula State Compensatory Education	Internal Postage	\$400.00
Local Control Funding Formula State Compensatory Education	Print Shop	\$630.00

Goal 1 [Action 7](#): (ELA & Math) Monitoring Program and Results

For ELA, Tasks include:

1. Administrator and Support Team meet with classroom teachers annually to discuss progress of students in all grade levels TK - 6.
2. Staff develop an instructional focus to define and guide expectations for teacher practices and student learning. Key instructional practices included in this focus are SEAL (Sobrato Early Academic Language) and project-based learning, guided reading, designated and integrated ELD, problem-solving for math, and embedded technology and 21st century skills.
3. Staff analyze student assessments including iReady levels, Rigby, Running Records, unit tests, and teacher created assessments, as well as student work.
4. K-6 teachers administer the iReady / NWEA (Spanish for bilingual classes) and Language Arts assessments 3 times per year.
5. The teachers and grade level teams review and analyze the data to guide their instruction through the cycle of inquiry.

For Math, tasks include:

1. After school math academies will be provided for students not at standard in grades 3-6
2. Boys and Girls Club after-school program will provide expanded homework opportunities.
3. iReady adaptive math lessons are accessible to all students to work on at home and at school.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Academic Materials Support	\$8,714

ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Newsela Pro	\$4,500
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Reading A-Z & Raz-Kids (14 Bundle @ \$245)	\$3,430

Goal 1 Action 8: Distance Learning Strategy:

Tasks:

- Encourage parent participation on use of technology through the Digital Inclusion project
- Iready presentations/training for parents
- Ensuring teachers are monitoring so that students engagement so they have access to the curriculum
- Distribution of materials through distribution pick up days
- Providing PDs for various strategies to support the Distance Learning
- Online Tutoring (e.g. FEV Tutor Boys and Girls Club)

Students to be Served by this Strategy/Activity: All Students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

GOAL 2: ACADEMIC ACHIEVEMENT OF ELs

We will accelerate the academic achievement toward meeting or exceeding standards for English Learners (EL), low socioeconomic disadvantaged students, Foster Youth, and students of color, as well as increase the language proficiency for EL.

Identified Need

In ELA, homeless students, African American students, Foster Youth, Pacific Islander and Students with Disabilities are identified as red or orange through the California Dashboard.

In Math, our Homeless students, Students with Disabilities, African American students and Foster Youth are identified as red or orange through the California Dashboard.

Amongst these student groups, our district is identified for Differentiated Assistance for Foster Youth, Homeless and students with disabilities due to their progress with chronic absenteeism,

suspensions, and academics. At Edenvale, 2018-2019 data revealed that only 13% ELs met or exceeded grade level standards in ELA and 12% of ELA met or exceeded grade level standards in Math.

Distance Learning Needs:

- Understand the ongoing needs of our ELs, Foster group et al.. as it relates to the academic and social needs

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
SBAC Meet or Exceed Standards for ELs, Foster Youth, African American Students and Latino Students	2018-2019 Data: 13% ELs met or exceeded grade level standards in ELA and 12% of ELA met or exceeded grade level standards in Math.	Increase the CAASPP SBAC percent of English Learners, Socio-Economically Disadvantaged Students, Foster Youth, African American students and Hispanic students meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.
CA Dashboard Overall Academic Performance Levels for English Learners, Socioeconomically Disadvantaged Students, Foster Youth, African American Students and Latino Students	<div><div><div>LEARN MORE</div><div>English Learner Progress</div><div><div>All Students</div><div>State</div></div><div>English Language Proficiency Assessments for California Results</div><div><div>Level 4 - Well Developed</div><div>28.2%</div></div><div><div>Level 3 - Moderately Developed</div><div>37.4%</div></div><div><div>Level 2 - Somewhat Developed</div><div>22.4%</div></div><div><div>Level 1 - Beginning Stage</div><div>12%</div></div><div>View More Details →</div></div></div>	Increase our English Learners, Socio-Economically Disadvantaged Students, Foster Youth, African American students and Hispanic students by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-6.
ELPAC		All English learners will increase a minimum of one or

		<p>more proficiency levels on the ELPAC in listening, speaking, reading, and writing annually in order to be proficient in grade level common core standards as well as the ELPAC. .</p> <p>Help 10% more English learners meet or exceed grade level standards than the 2018-2019 School year.</p> <p>20% Increase in number of ELPAC level 3 students moving up one level, grades 3 & 4</p>
EL Reclassification	Amy will share this data	Help 10% more English reclassify than the 2018-2019 school year

Strategy:

Staff will implement the Sobrato Early Academic Language (SEAL) model in grades TK-3. READ 180/System 44 is provided for EL levels 2,3 for students in 5th and 6th grade. Teachers work with the English Language Teacher Partner (ELTP) coach, discuss progress and needs of EL students and strategize together. All staff will implement the California ELA/ELD standards and strategies within all content areas. Creation of structured activities within the classroom involving collaboration and communication will be beneficial to English Language learners, as well as strengthening skills in oral and written communication in English.

Goal 2 Action 1: (EL) Alignment of Instruction

Tasks include:

1. We will implement Integrated and Designated ELD at all grade levels (TK-6), implement and monitor the ELPAC Testing process on site, implement strategies learned in SEAL (Sobrato Early Academic Language) training, and backwards map common core standards and English language development standards into SEAL and PBL units.

Proposed Expenditures for this Strategy/Activity

Goal 2 Action 2: (EL) Strategies and Materials

Tasks include:

1. Designated English learner development strategies (flexible small groups based on instructional need) will be employed.

2. Materials will be purchased to supplement instruction such as non-fiction texts, leveled readers, dictionaries, realia, manipulatives, and textbooks.
3. Intensive interventions (such as Read 180) will be used by teachers and instructional assistants.
4. Teachers and students will create a print rich environment (K-3 using the SEAL MODEL).
5. Teachers will use audio visual support in classrooms including listening centers, projection devices, document cameras, and iPads.
6. Teachers will utilize the leveled book room.
7. Teachers will implement the Sobrato Early Academic Language model as well as Project Based Learning.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Supplies (Instructional & Office Depot PO, Misc)	\$5448.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Materials and Supplies	\$8,443.00

Goal 2 Action 3: (EL) Extended Learning Time

Tasks include:

1. Staff will provide students who are below grade level with extended learning opportunities before, during and after school.
2. Staff will provide English learners after-school literacy academies in grades K-6.
3. The district will provide online iReady interventions.
4. Staff will provide supplemental educational services through after school interventions and tutoring in ELA or math to identified students.

Goal 2 Action 4: (EL) Increased Opportunity

Tasks include:

1. The staff provides multiple and flexible opportunities for small-group differentiated instruction for students performing below grade level.
2. The staff utilizes Read180 as an effective 90-minute intervention tool for identified EL students in 4th, 5th, and 6th grade.
3. The staff provides additional ELD support through Rosetta Stone to the 3rd-6th grade EL students who scored 1 and 2 on the CELDT test in listening and speaking.
4. The staff will provide ELA/math online iReady interventions aligned with the iReady assessments.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Field Trip Support	\$5,000.00

Goal 2 [Action 5](#): Strategy Title: (EL) Auxiliary Services**Tasks include:**

1. Translator will translate parent and community documents.
2. Childcare providers will provide child care during parent meetings.
3. Parent Faculty Association meetings and Hispanic parent meetings will be offered.

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Administrative Materials, Print, and Postage	\$1,482

Goal 2: [Action 6](#): (EL) Monitoring Program and Results**Tasks include:**

1. Staff will analyze student assessments including Rigby tests, running records, unit tests, and teacher created assessments, as well as student work.
2. Teachers will gather and analyze profiles of at-risk students including data from SBAC, iReady, ELPAC, NWEA (Spanish K-3) and ongoing assessments and student work.
3. K-6 teachers administer the iReady / NWEA (Spanish for bilingual classes) Language Arts and Math assessments 3 times per year. The teachers and grade level teams review and analyze the data to guide their instruction through the cycle of inquiry.
4. K-6 teachers will also use the ELPAC data to inform the needs of their ELs along with the iReady data, formative assessments and student work. This will be done in collaboration with Partners in School Innovation (PSI).

Goal 2 [Action 7](#): Strategy Title: (EL) Staff Development**Tasks include:**

1. Staff will participate in cycles of inquiry on professional development days.
2. Principal will provide release time for cycle of inquiry, teacher evaluations, and retention meetings.
3. The bilingual team will plan during articulated meetings three to four times a year.

4. Partners in School Innovation (PSI) will assist in providing professional development for coaches, the Instructional Leadership Team (ILT), staff meetings, and grade level collaboration. They will help train and assist teachers with using student data in results oriented cycles of inquiry. Specifically, PSI will assist grade levels during three planning days, staff meetings, and grade level-collaboration in cycles of inquiry around SEAL (Sobrato Early Academic Language), PBL (Project Based Learning), ELD (English Language Development) or math in order to guide instruction and intervention.
5. The TK-3rd grade teachers and coaches will attend and participate in the Sobrato Early Academic Language (SEAL) modules and collaborative grade level unit development days. Also, release time for SEAL model professional development (5 unit planning days) will be provided.
6. Principals will attend SEAL (Sobrato Early Academic Language) principal professional development days 3 times per year.
7. The 4th through 6th grade teachers will attend PBL (Project-Based Learning) professional development and collaboration sessions with the other Title 1 schools throughout the year in order to share ideas and best practices.
8. The principal will provide staff professional development on ELD (English Language Development) standards, integrated/designated ELD, and the ELA/ELD Framework.
9. The staff and principals will attend iReady professional development to administer the assessments, create reports, analyze the data, and use the data to guide instruction and intervention.
10. The primary grade teachers will share high-leverage instructional practices learned in Sobrato Early Academic Language with the upper-grade teachers. The Upper Grade teachers will share high-leverage instructional practices learned in Project-Based Learning with the primary teachers.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Reading Intervention	\$14,000.00

Goal 2 Action 8: Distance Learning Strategy:

Tasks

- Providing hands on Activities to enable students have access to the curriculum
- Support from ELD IA to support student groups as well as parent groups
- Communication from the community liaison to the families consistently
- Home deliveries to families needed
- Having a specific outreach plan that is consistently meeting with the families that are in need so we can find opportunities to support in the areas of need (wrap around plans)
- Creating a re engagement plan to have services support
- Utilizing technology resources for communication (e.g. parent Square, google translate)
- Online Tutoring (e.g. FEV Tutor Boys and Girls Club).

Students to be Served by this Strategy/Activity:All English learners, foster youth and homeless students.

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Goal 3: INCLUSIVE ENVIRONMENT FOR STUDENTS WITH DISABILITIES

We will provide an inclusive learning environment for students with disabilities to best support social, emotional and academic development.

Identified Need

As a site our data is showing that our students with disabilities are performing lower than other student groups on the CA Dashboard as well as on SBAC data in both ELA and Math. Students with disabilities are orange on the CA Dashboard for suspensions.

Distance Learning Need:

- Need of a mental health provider
- Having students returning for multiple sessions (e.g. RSP, speech. etc..) in the day
-
-

Goal 3 Action 8: Distance Learning Strategy:

- Support Staff Meetings
- Following Up with IEP and looking at it with a Distance Lens
- Connecting with students and families through Telehealth
- Home Visits to check on needs for families
- Utilizing Schooling Services to provide resources that families need
- Schooling Services as well as district counselors connecting with the school to see what support is needed
- Use of breakout rooms through google meets

Students to be Served by this Strategy/Activity: All Edenvale Students with Disabilities or students in the SST process

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome										
SBAC Meet or Exceed Standards for Students with Disabilities		<p>Increase the CAASPP SBAC percent of students with disabilities student group meeting or exceeding standards by 8-10% higher than the prior year in ELA and Math in grades 3-6.</p> <p>20% increase in the number of ELs in RSP moving from a level 2 to a level 3 on ELPAC.</p>										
CA Dashboard Overall Academic Performance Levels for Students with Disabilities	<div>Student Group Report for 2018<table><tr><th>Indicator</th><th>Students with Disabilities</th></tr><tr><td>Chronic Absenteeism</td><td>Yellow</td></tr><tr><td>Suspension Rate</td><td>Blue</td></tr><tr><td>English Language Arts</td><td>Orange</td></tr><tr><td>Mathematics</td><td>Red</td></tr></table></div>	Indicator	Students with Disabilities	Chronic Absenteeism	Yellow	Suspension Rate	Blue	English Language Arts	Orange	Mathematics	Red	<p>Increase our students with disabilities student group by one performance level on the CA Dashboard from the prior year in ELA and Math in grades 3-6</p>
Indicator	Students with Disabilities											
Chronic Absenteeism	Yellow											
Suspension Rate	Blue											
English Language Arts	Orange											
Mathematics	Red											
Least Restrictive Environment Targets		<p>We will meet the State targets on the Performance Indicator Review Measure of the amount of service on an IEP.</p> <p>Help provide 15% more “push-in support” for students with disabilities than 2018-2019 school year.</p>										

Hold weekly site support staff meetings that include the principal, resource teacher, speech and language pathologist, psychologist, and social worker interns. The focus of the meeting is to discuss and give updates on upcoming IEPs, services and potential students at risk for special education identification. There is much conversation about student who need tier 2 intervention and strategies. The goal is to provide intervention early.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Almaden Valley Counseling Service	ESSA-Title I, Part A, Basic Grants Low Income and Neglected	\$7,200.00

GOAL 4: 21st Century Skills

Students will use technology to master the 21st Century Skills of collaboration, communication, critical thinking and creativity. Oak Grove will provide innovative strategies with support for technology implementation that would enhance student learning of core academic subject knowledge, and meet technology standards.

Identified Need

It revealed that there is a felt need that the TK-6 classes need to do a better job articulating technology standards and skills grade by grade. They also need to integrate arts and technology better into the core instruction to make the teaching and learning more rigorous, relevant, and engaging. Edenvale leadership will use Instructional leadership meetings, staff meetings, surveys, and i-Ready tests to show how students are progressing in their acquisition of technology and arts skills. Edenvale administrator and instructional leadership will communicate technology and arts standards, train staff how to use technology and arts in the classroom, and then monitor progress.

Distance Learning Need:

- The need and maintenance for all students to have technology as well as internet access at home

Distance Learning Strategy: Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Technology Survey: Daily Technology as an Instructional Tool	99%	95% of the students will use technology daily as an instructional tool to master the grade level technology standards.

SBAC Participation Rates	99%	We will continue to monitor to ensure that 95% of all students will participate in CAASPP Testing on the Chromebooks and laptops.
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Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Goal 4 Action 1: Technology Alignment of Instruction

Tasks:

1. Edenvale will focus on better integrating technology into TK-6 instruction and student learning in order to increase rigor, relevance, or student engagement.
2. Teachers will hold to common core technology standards for each grade level, and help students develop the skills that they will need to be 21st century leaders.
3. Edenvale teachers and staff will utilize social media including Twitter, Facebook, and Instagram to effectively chronicle all of the transformative teaching and learning (and other fun events) taking place this year.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Assemblies around STEAM	\$3,000.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Technology	\$10,000.00
Local Control Funding Formula State Compensatory Education	Technology	\$3,555.00

Goal 4 Action 2: Technology Strategies and Materials

Tasks:

1. With the increase in Chromebooks, and the computer lab becoming more and more obsolete, administrator and tech specialist will turn the computer lab into a Makerspace. This space will include a poster printer, 3D printer, and maker space engineering raw materials in there. Edenvale will provide trainings for those teachers interested in learning how to use them.

Goal 4 Action 3: Extended Learning Time For Technology

Tasks:

1. Edenvale will provide Afterschool i-Ready math intervention on Chromebooks.

Goal 4 Action 4: Increased Opportunity around Technology**Tasks:**

1. Edenvale staff will provide other tech applications such as Reading A-Z and Rosetta Stone for students for in-school interventions.

Goal 4 Action 5: Staff Development around Technology**Tasks:**

Teachers will receive training on the short throw projectors.

Goal 4 Action 6: Auxiliary Services around technology**Tasks:**

During Saturday School, teachers will utilize the makers space including the use of camera & green screen, poster printer, 3D printer, and makerspace engineering equipment.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Tech Support	\$5,500.00

Goal 4 Action 7: Monitoring Program and Results**Tasks:**

Check weekly for technology and arts standards and clear learning targets.

Goal 4 Action 8: Distance Learning Strategy:

- Hotspots provided by SJPL
- Nearpod
- 1:1 chromebook
- Website for Technology PD

Students to be Served by this Strategy/Activity: All Edenvale Students

Proposed Expenditures for this Strategy/Activity

Amount(s)

Source(s)

\$0

District funded

GOAL 5: ENGAGING AND SAFE LEARNING ENVIRONMENT

School and classroom environments support learning, creativity, safety, and engagement.

Identified Need

For chronic absenteeism, Foster youth, students with disabilities, homeless, English learners, Pacific Islander, and students with two races or more are identified as red or orange through the California Dashboard.

For suspensions, Foster youth, students with disabilities, homeless, Pacific Islander, African American and students with two races or more are identified as red or orange through the California Dashboard.

Distance Learning Needs:

- Need for PPE
- All staff learning a new way of learning and teaching

Annual Measurable Outcomes

Metric/Indicator

Baseline/Actual Outcome

Site Expected Outcome

NearPod

Nearpod Usage Statistics_2020-10-27							
District: OAK GROVE SCHOOL DISTRICT		Aug 20		Sep 20		Oct 20	
Teacher	Sessions	#Student	Sessions	#Student	Sessions	#Student	Total
Deborah Catalano	32	478	31	497	24	468	87
Jacqui Muebach	23	564	23	517	17	388	43
Colleen Kenyon	18	449	15	305	17	254	50
Yvny Carillo	21	713	14	431	14	434	49
Colleen Leach	20	636	8	203	2	41	30
Elhan Falar	8	223	17	353	10	220	38
Henry Sommer	7	81	14	186	1	24	24
Heather Rosenmeyer	3	99	9	108	3	30	13
Denissa Rock	1	26	10	221	4	95	13
Veronica Alvarado	12	205					12
Laura Alvarez Vela Ramirez			6	117	2	62	8
Jandra Unzueta Velasco	6	109	2	16			8
Latia Berneal Porteguez	2	46	2	41	2	47	6
Sharon Leahy	1	19			2	13	3
Dan-Tan Nguyen			3	27			3
Dyan Horro			1	9			1
Total	161	3489	159	3043	97	1028	417

80% engagement through Near Pod

[CA Healthy Kids' Annual Parent Survey](#)

69%
83%

We will increase parent responses on the questions below from the CA Healthy Kids' Annual Parent Survey to Strongly Agree and Agree by 5% from the prior year.

*School allows input and welcome parents' contributions

*School actively seeks the input of parents before making important decisions

80%

*Parents feel welcome to participate at the school

80%

*Teachers at school communicate with parents

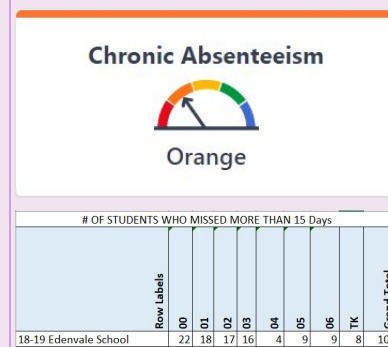
80%

Chronic Absenteeism Rate

Chronic Absenteeism		Suspension			
2018	2019	2017	2018	2017	2018
District	7.70%	District	3.20%	2.90%	
Edenvale	11.60%	Edenvale	5.70%	1.70%	
2018	2019	2017	2018	2017	2018
District	7.1%	District	6.1%	6.2%	7.70%
Edenvale	33.30%	Edenvale	8%	7.10%	9%
2018	2019	2017	2018	2017	2018
District	2.3%	District	1.3%	1.2%	7.1%
Edenvale	8.9%	Edenvale	2.30%	6.40%	17.90%
2018	2019	2017	2018	2017	2018
District	11.7%	District	1.1%	1.4%	2.3%
Edenvale	11.40%	Edenvale	1.80%	8.30%	3.20%
2018	2019	2017	2018	2017	2018
District	3.6%	District	3.1%	2.6%	11.3%
Edenvale	5.60%	Edenvale	3.10%	2.6%	17.1%

For chronic absenteeism, improve one level for Foster youth, students with disabilities, homeless, English learners, Pacific Islander, and students with two races in the California Dashboard.

1819

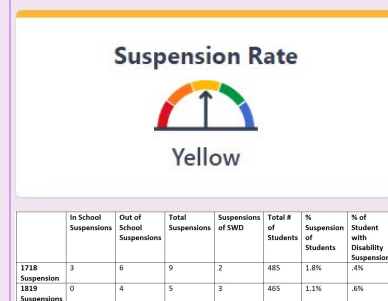


Suspension and Expulsion Rates

White	2018	White	2017	2018	2018	Latino	2017	2018
District	5.6%	District	3.1%	3.0%	11.3%	District	4.1%	3.3%
Edenvale	10.60%	Edenvale	3.60%	3.60%	6.70%	Edenvale	3.20%	2.40%
Special Education	2018	Special Education	2017	2018	2018	White	2017	2018
District	12.7%	District	1.1%	1.0%	5.0%	District	3.1%	1.4%
Edenvale	13.30%	Edenvale	1.80%	0%	7.70%	Edenvale	5.20%	7%
EL	2018	EL	2017	2018	2018	Special Education	2017	2018
District	8.2%	District	2.4%	1.0%	14.4%	District	2.1%	2.80%
Edenvale	10.50%	Edenvale	1.80%	1.10%	16.10%	Edenvale	7.10%	8.80%
EL	2018	EL	2017	2018	2018	Special Education	2017	2018
District	8.2%	District	2.4%	1.0%	14.4%	District	2.1%	2.80%
Edenvale	10.50%	Edenvale	1.80%	1.10%	16.10%	Edenvale	7.10%	8.80%
Economical or Disadvantaged	2018	Economical or Disadvantaged	2017	2018	2018	EL	2017	2018
District	12.3%	District	4.3%	4.0%	8.2%	District	2.4%	1.80%
Edenvale	11.80%	Edenvale	5.20%	1.30%	6.60%	Edenvale	3.90%	2%
Foster Youth	2018	Foster Youth	2017	2018	2018	Economical or Disadvantaged	2017	2018
District	22.9%	District	2.4%	22.9%	12.3%	District	4.3%	4.0%
Edenvale	11.80%	Edenvale	0%	11.80%	11.80%	Edenvale	7.90%	8.90%
Homeless	2018	Homeless	2017	2018	2018	Foster Youth	2017	2018
District	29.7%	District	4.4%	39.8%	29.8%	District	8.4%	26.8%
Edenvale	11.80%	Edenvale	4.4%	39.8%	16.50%	Edenvale	18.10%	19.20%

For suspensions, improve one lever for Foster youth, students with disabilities, homeless, Pacific Islander, African American and students with two races or more through the California Dashboard.

1819



Attendance Rate

Filipino					Filipino					Hispanic				
2017	2018	2019	2020	2021	2017	2018	2019	2020	2021	2017	2018	2019	2020	2021
District	28.7%	2.2%	5.5%	18.7%	2.2%	5.5%	18.7%	2.2%	5.5%	District	3.1%	10.4%	10.4%	10.4%
Edenvale	28.7%	2.2%	5.5%	18.7%	2.2%	5.5%	18.7%	2.2%	5.5%	State	3.1%	10.4%	10.4%	10.4%
Edenvale	28.7%	2.2%	5.5%	18.7%	2.2%	5.5%	18.7%	2.2%	5.5%	State	3.1%	10.4%	10.4%	10.4%
Edenvale	28.7%	2.2%	5.5%	18.7%	2.2%	5.5%	18.7%	2.2%	5.5%	State	3.1%	10.4%	10.4%	10.4%

Maintain a 98% attendance rate for each month August-June.

	Edenvale % Attendance
1718	95.61
1819	94.66

We reviewed the Behavior Event referrals from 2018-19. We will review the behavior events monthly by count, location and time. We will also monitor the number of suspensions by month. We will review the behavior events monthly by count, location and time. We will also monitor the number of suspensions by month. In 2018-2019, we had four months above the national average (September, October, November and April). We need to continue to reteach PBIS lessons in areas that students have more behavior incidents.

Goal 5 Action 1 Alignment of Instruction

Tasks:

1. Teachers will focus on practicing the Edenvale Way ("I am safe. I am courteous. I am doing my personal best") with their students.
2. Teachers will utilize their training and materials to reinforce Positive Behavior Intervention Supports (PBIS) in order to increase positive student behavior in the classroom and on campus.
3. Assemblies will be held monthly to promote the Edenvale Way, the character trait of the month, attendance, and academic achievement.
4. Students will be awarded for their behavior in each of the areas, and they will receive a certificate, medal, bumper sticker, and a photo with their award.
5. Monday morning community meetings will be held every Monday outside on the blacktop.
6. Working alongside parents, Edenvale staff and students will renew our commitment to school uniform policy. We will work especially to have 5th and 6th wear their uniforms with fidelity.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Local Control Funding Formula State Compensatory Education	PBIS Professional Learning Communities PDs	\$1,250.00
Local Control Funding Formula State Compensatory Education	Supplies	\$10,000.00

Goal 5 Action 2 Strategies and Materials

Tasks:

1. School will purchase equipment for the Playworks coach for before school, recess and lunch activities
2. School will provide all staff with student prizes for Golden Eagle Friday such as pizzas, juice boxes, etc.
3. School will purchase books, materials, videos, etc. to reinforce the Edenvale Way and the nine monthly character traits (such as kindness, empathy, respect, etc.).
4. Assemblies will be held monthly for primary and every trimester for upper grades to recognize students in academics, attendance, behavior, reading, etc. These are held at the Monday morning community assemblies.
5. School will utilize health clerk and custodial supplies to keep a safe and clean environment.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Local Control Funding Formula State Compensatory Education	Custodial Supplies	\$5,500.00
Local Control Funding Formula State Compensatory Education	Health Supplies	\$ 550.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	PBIS Support Materials	\$0.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Materials and Supplies	\$5,000.00
Local Control Funding Formula State Compensatory Education	Check in/ Check out/ PBIS Service Agreement	\$7,000

Goal 5 Action 3: Extended Learning Time

Tasks:

1. 4th, 5th and 6th grade students will have the opportunity to become Playworks Junior Coaches and learn problem solving and leadership strategies.
2. 4th, 5th, and 6th grade students have the opportunity to join Student Council.
3. 6th grade students have the opportunity to help keep Edenvale green by recycling.
4. Approximately 85-100 students below standard participate in the Edenvale Boys and Girls Club.

Proposed Expenditures for this Strategy/Activity

Local Control Funding Formula State
Compensatory Education

Field Trips

\$7,000

Goal 5 **Action 4: Increased Opportunity**

Tasks:

1. Playworks coach and program components (recess/lunch games, leadership classes, group game time with classes), and after school intramural sports (basketball, football and volleyball) will be provided to improve school climate.
2. Teachers will provide field trips to colleges to bolster the college-bound mentality at Edenvale School (Adopt-a-College Program).
3. 2nd and 3rd grade participate in Community School of Music and Arts.
4. 4th Grade students participate in the tone flute program.
5. 5th Grade students participate in the choir program.
6. 6th Grade students are invited to participate in the band/orchestra program at Davis Intermediate.
7. TK-K participate in Raising a Reader Program.
8. All students will participate in the learning environment assembly program.
9. 6th graders attend Science Camp.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Playworks	\$34,610.00
Local Control Funding Formula State Compensatory Education	Learning Environment Support (Assemblies)	\$ 1,000.00

Goal 5 **Action 5: (SC) Staff Development**

Tasks:

1. Teachers will participate in trainings from the Recess 101 Coach.
 2. Teachers will participate in PBIS trainings.
 3. The PBIS Leadership team will discuss and analyze PBIS data and prepare regular presentations for leadership and staff meetings.
 4. Staff will discuss PBIS at staff meetings and Instructional Leadership Team meetings.
- Measures:

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
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ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Family Literacy Support Babysitting/Parent Meetings	\$500.00
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	Parent Outreach / PBIS Support	\$0.00
Local Control Funding Formula State Compensatory Education	Custodial Overtime	\$100.00

Goal 5 **Action 6:** Auxiliary Services

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
Local Control Funding Formula State Compensatory Education	Meeting Supplies	\$550.00

Goal 5 **Action 7:** Monitoring Program and Results

Tasks:

1. PBIS data will be reviewed by Instructional Leadership Team and staff on a monthly basis.
2. Staff will provide traffic duty and additional recess duty for TK/K to support PBIS/safe environment.

Proposed Expenditures for this Strategy/Activity

Source	Budget Reference	Amount
ESSA-Title I, Part A, Basic Grants Low Income and Neglected	PBIS Support during TK-K recess	\$3,600.00

Goal 5 **Action 8:** Distance Learning Strategy:

-

Distance Learning Strategies:

- Shields in the office
- PPE supplied
- Daily Cleaning Schedule
- Engagement Tracker
- Remote Counseling Services
- Teachers have develop ways to manage their classrooms online
- Breakout rooms
- Breakout Strategies
- Online Classroom Management
- Following Santa Clara County Guidelines for support

- Nearpod
- PBIS Virtual assemblies

Students to be Served by this Strategy/Activity: All Edenvale Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

GOAL 6: We will actively engage families and community members in supporting the implementation of CCSS instruction, and providing input to program decisions. This goal incorporates those of our [Title 1 Family Engagement Plan](#).

Identified Need

Edenvale has low attendance at the school level, parent groups such as School Site Council, PFA, and ELAC meetings.

Goal 6 Distance Learning Needs:

- Inability to meet with the students in person
- Need for connection with our families

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CA Healthy Kids' Annual Parent Survey	69%	We will increase parent responses on the questions below from the CA Healthy Kids' Annual Parent Survey to Strongly Agree and Agree by 5% from the prior year.
	83%	*School allows input and welcome parents' contributions
	80%	*School actively seeks the input of parents before making important decisions
	80%	*Parents feel welcome to participate at the school
	80%	*Teachers at school communicate with parents

Attendance at Parent Meetings	18-19 Average Attendance at PFA Meetings: 11 Parents	We will increase parent attendance at the district meetings by another 10%
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Source	Budget Reference	Amount
Block Grant	Service Agreement / Intervention Math and Reading	\$4961

Goal 6 Action 1: Parent Communication

Tasks:

- 1.Edenvale will create better connections with families through newsletters, website, social media, edConnect (Texts and Phone).
- 2.Edenvale wants to build greater parent leadership capacity through greater PFA leadership. That will involve helping to recruit room parents as well as parent volunteers for morning traffic.

Goal 6 Action 2: Parent Volunteering

Tasks:

- 1.We will also have Parents running the book fair.

Goal 6 Action 3: Outreach for Parents

Tasks:

- 1.Regular tours and 'teas' for the pre-school parents are held to educate parents about the TK and Kinder program, to market the rich academic offerings, to prepare the parents with information to prepare their students to start school, register new students, and build relationships amongst the various families.
- 2.Survey parents before the evening to determine what they want to learn and after technology night to determine how much they learned
- 3.In the springtime, parents are invited to several Open Houses to learn about the TK and Kindergarten program.
- 4.We will plan greater coordination with the City of San Jose for the Edenvale Community Neighborhood Development Initiative that is starting 2018-2019 School Year (Project Hope).

Goal 6 Action 4: PBIS & Parents

Tasks:

1. Staff will create parent workshops on topics such as behavior and safe play.
2. We will provide awards for exceptional parent volunteers.

Goal 6 Action 5: SEAL Support**Tasks:**

1. Edenvale TK-3 teachers and parents will collaboratively implement the SEAL home and school Partnership.
2. TK-3 teachers will lead the students in presenting SEAL gallery walks at the end of each thematic unit to their parents.
3. Teachers provide SEAL family projects and interactive thematic homework and opportunities for parents in the classroom.
4. Parents are invited to gallery walks at the end of each thematic unit where students are the docents.
5. Training for parents will be provided including more SEAL trainings, parent leadership trainings, and gallery walks.
6. Staff provides SEAL workshops and classes, opportunities in the classroom, i.e. use of home language.

Goal 6 Action 6: Parent Workshops**Tasks:**

1. Edenvale school will provide parents a technology workshop to explain how to use a variety of technology and communications tools to stay connected with the school and improve student achievement.
2. Parent volunteers will provide supplies and materials and babysitting for Family Literacy Nights.
3. Family Literacy classes/Family Nights will provide opportunities for parents and students to interact in order to improve success toward CCSS.

Goal 6 Action 7: Parent Meetings Input and Leadership.**Tasks:**

1. We will plan more family engagement events including Friday BBQs and a Literacy Night. We also intend to promote a Family Engagement Component with math focus. That will include a math night in the fall.
2. Principal will meet with parents regarding parent involvement. Parents will give input for Title I Parental Involvement Policy.
3. Interpreters will interpret parent and community documents.
4. Child Care providers will provide child care during parent meetings, parent faculty association meetings, and Hispanic parent meetings.

Goal 6 Action 8: Language/Translation Services for Families

Tasks

1. Interpreters will interpret parent and community documents. 39. Adult education classes will be offered when available.

Goal 6 Action 9: Attendance Issues

Tasks

1. Our community liaison will work with staff, parents and students in providing information from school to home and from home to school. The liaison will translate information in Spanish and interpret at parent/teacher meetings. In addition, the community liaison will conduct home visits and make phone calls home to increase communication with parents.

Goal 6 Action 10: Distance Learning Strategy:

- IAs supporting families for translation
- Providing Iready Training to families to help support with the Iready at home
- Virtual Parent Meetings (ELAC, PTA, Cafecito with the Principal)
- Community Outreach to parents through parent Square
- Teachers utilizing Parent Square for communication to parents weekly
- Utilizing other tech apps like See Saw to support in the classroom

Students to be Served by this Strategy/Activity: All Edenvale Students

Proposed Expenditures for this Strategy/Activity

Amount(s)	Source(s)
\$0	District funded

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application - only for Stipe, Edenvale and Christopher	\$289,773
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$289,773

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted. **Title 1 funded schools will list the programs they are operating with those funds here. Add rows as necessary.**

Federal Programs	Allocation (\$)
Title 1 Funds	\$250,376

Subtotal of additional federal funds included for this school: \$ [Enter federal funds subtotal here]

Title 1 Funds: \$276,588.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed. **Schools should list programs for Low-Performing Student Block Grant Here. Add rows as necessary**

State or Local Programs	Allocation (\$)
LCFF	\$ 31,055
Low Performing Block Grant	\$ 8,342

Subtotal of state or local funds included for this school: \$ 39,397

Total of federal, state, and/or local funds for this school: \$289,773