

School Year: 2022-23



School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

| School Name | County-District-School (CDS) Code | Schoolsite Council (SSC) Approval Date | Local Board Approval Date |
|--------------------------------------|-----------------------------------|--|---------------------------|
| Thomas Edison Language Institute K-8 | 34-67447-6034540 | May 4th, 2022 | June 28, 2022 |

Purpose and Plan Summary

Briefly describe the purpose of this plan (Select from Schoolwide Program, Comprehensive Support and Improvement, Targeted Support and Improvement, or Additional Targeted Support and Improvement)

Schoolwide Program

Additional Targeted Support and Improvement

The purpose of this plan is to describe the use of federal and state resources toward promoting equitable student outcomes. This document also serves as the Additional Targeted Support and Improvement Plan.

Summarize the school's plan for effectively meeting the ESSA requirements in alignment with the Local Control and Accountability Plan and other federal, state, and local programs.

This School Plan for Student Achievement (SPSA) is aligned to the San Juan Unified Local Control and Accountability Plan (LCAP.) The SJUSD LCAP describes four goals:

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

Site goals include actions, services and expenditures that meet the state and federal requirements. Title I funded activities:

- Are aligned to meet the challenging State academic content standards (Every Student Succeeds Act [ESSA] sections 1112[a][3][B][i] and 1112[b]);
- Are evidenced-based educational strategies (ESSA sections 1003[b][1][B]; 1114[d]; and 1115[h]);
- Are reasonable, necessary, and allocable cost to the program (2 CFR 200.404 - 200.405);
- Supplement the funds that would, in the absence of such funds, be made available from State and local sources, and do not supplant such funds (ESSA Section 1118[b][1]);

All goals, actions and resources are directed toward improving academic and social-emotional outcomes for students. Resources are directed toward intervention, professional development, and supplemental materials.

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Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Relevant stakeholders including School Site Council, staff, students and parents were involved in the review and planning of the Thomas Edison SPSA. The School Site Council meets monthly to look at data and to monitor the progress of SPSA actions. We have monthly staff meetings and bi-weekly staff leadership team meetings to discuss data and areas of potential growth and to plan and implement professional learning for staff. We have created bi-monthly Home Group meetings to create a feedback loop that gets input from all staff. We have resurrected our PTA and have seen increase input from families and parents, as well as, staff.

Each group met to discuss current data, including but not limited to, 2021-2022 CA School Dashboard data, District Survey data, CAASPP, ELPAC, Attendance and site information involving schedules and materials. During the various meetings, teams broke down and evaluated areas of growth and areas of need. It was noted by all groups that ELD/ELPAC data, attendance data, and CAASPP data are areas of opportunity for growth. While some areas saw minimal growth, there

was significant improvement in suspension data and school culture climate survey data. It was noted that while initiatives were established for the 2021-2022 SPSA, they have been refined and improved to better meet the needs of all students, based on the feedback loops we created to gather data from multiple sources and all stakeholders and staff.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Based on data analysis, root cause analysis, review of budgets and review of schedules the following resource inequities were identified in Goal 1:

We need to find more ways to communicate effectively with all stakeholder groups in their own language.

We need to create, print and distribute a schoolwide calendar with important dates and times

We need to hold parent meetings throughout the year focused on providing parents with strategies to support their children's learning, cyber safety, and emotional health.

We need to include student voice through listening circles, one on one meetings and class meetings.

We need to include parent voice through surveys, listening circles/meetings and our weekly updates.

We need a way for all students, staff and parents to feel connected. We will purchase school t-shirts for all students to provide connection and unity with the school.

We need staff and student handbooks to communicate expectations to all.

We need to provide food as an incentive to draw our community in to meetings and events.

Based on data analysis, root cause analysis, review of budgets and review of schedules the following resource inequities were identified in Goal 2:

Alternative seating/furniture, "calm down" materials, and social emotional spaces were not provided for all students who needed SEL support

SEL curriculum and support materials were not provided for all students and all classrooms

We need to provide Trauma Training for our staff

Attendance was rewarded with positive reinforcers that students valued and we need to increase the reinforcers that student most value to get continued buy in into our PBIS program

Field trips were not equally provided for all grade levels in both the DI and EI classrooms

Parent Engagement continues to need funding to provide parents with an opportunity to be part of our stakeholder groups providing invaluable feedback

We need to purchase and provide cyber safety curriculum and education to staff, students and parents.

Based on data analysis, root cause analysis, review of budgets and review of schedules the following resource inequities were identified in Goal 3:

Now that we have assessment kits for all grade levels, it is clear that we need to focus on CCSS and Essential Standards for each grade level and strategies to effectively instruct and engage all students.

We need to provide school wide training data use in the Professional Learning Community model to support student learning

We need to create and support schedules that allow all students to get core instruction and extra support daily

We need to provide field trips, and extra opportunities for students to grow academically and to improve student engagement

We need to begin looking at our Design Thinking model and how we can best support STEAM/STEM work

We need to provide after school tutoring for both our English Immersion and Dual Immersion programs

We need to provide English support for our Spanish speakers in our Dual Immersion program

Professional learning and collaboration around GLAD, and ELD strategies were not done.

Resources were not spent on professional learning around CCSS, core curriculum, intervention materials and supplemental materials.

Teachers were not given equal access to trainings, materials and conferences to improve their professional practices

Teachers were not given ample time during the school day to look at data and dive into data and standards and student levels

We need to fund our electives program for the middle school to make sure all students have equal access to high quality elective instruction (including but not limited to curriculum, materials, programs, and staff)

Based on data analysis, root cause analysis, review of budgets and review of schedules the following resource inequities were identified in Goal 4:

We need to provide more opportunities for our students, of all ages, to go on college tours

We need to provide resources to support our Career Day activities

We need to do more parent nights/education around A-G requirements and high school expectations and requirements.

We need to communicate our feeder high school information to all of our staff, students and families

We need to provide more school academic counseling through our counseling department to make sure students are prepared for high school and college

We need to provide high school tours and opportunities to partner with high schools in our area. We may need to provide transportation to those schools.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

Goal 1. Connected School Communities: Caring staff actively build community relationships, identify assets and needs, and connect students and families with resources to help them access the best opportunities schools have to offer.

SPSA/Goal 1

Parent and Community Engagement and Support

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We utilized multiple data sources in an effort to get as much family and student voice as we could. We did listening circles, surveys, and one on one conversations. We went to ELAC meetings, PTA meetings and parent meetings to offer parents/families an opportunity to share their ideas, and opinions in a safe space. At all PTA/family events we presented questions on chart paper and asked parents to respond with their anonymous opinions. We were able to gather a lot of information.

What worked and didn't work? Why? (monitoring)

We realized that our parents want consistent information so we created Edison Updates and put them out in a SMORE every Monday evening at 6pm. We found that having a consistent day for messaging allowed our parents to feel connected to us. We received a lot of positive comments from multiple sources. We were not able to have parent meetings, something we have done in the past, and many parents requested that we start them back up again. We have committed to doing parent/family meetings to share strategies to support our students at home and at school. We had a lot of parents share that they missed our school calendar that had been put

out prior to COVID. We have reimplemented a school calendar that will have all important dates and events on it so that families are better able to know when events, days off and holidays will occur. We received a lot of feedback around the desire to have volunteers back in classrooms. Both staff and families have asked when they can return to volunteering on campus. We will do our best to get volunteers back on campus.

What modification(s) did you make based on the data? (evaluation)

We created a calendar with all pertinent dates, times and events on it. We have put family/parent nights to support all student's learning back into our schedule for next year and we will hold them throughout the year to better support our students and families. We will continue our weekly SMORE with Edison Updates. We will continue to work closely with our PTA to make sure that all staff, students and parents feel connected and valued at our school. We will continue to support ELAC and our refugee families.

2021-22

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2021-22 | Expected Outcome 2022-23 |
|--|----------------------------|--------------------------|
| School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree. | 90.3% agree/strongly agree | 95% agree/strongly agree |
| School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree. | 83.3% agree/strongly agree | 90% agree/strongly agree |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|-------------------|------------------------------------|----------------------------|--------------------------|---------------------|-------------------------|
| 1.1 | Parent Engagement | X All Students English Learners | Administration Liaisons | Title I Part A Parent | 7,092 | School year 2022-23 |

| | | | | | | |
|-----|--|---|--|--|--------------------------|----------------------------|
| | <p>and Safety Hire and purchase Materials to support instruction and learning environment:</p> <ul style="list-style-type: none"> • Cultural celebrations • Sami's Circuit • School Community Worker • Field Trips • Supplies for families and family events • Family Forums | <p>Low-Income Students Foster Youth Other</p> | <p>Campus Monitor Community Worker</p> | <p>Involvement 4000-4999: Books And Supplies Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits</p> | <p>23,057 24,641</p> | |
| 1.2 | <p>Provide opportunities for parents to participate and offer voice through</p> | <p>X All Students English Learners Low-Income Students Foster Youth Other</p> | <p>Administration Liaisons Campus Monitor Community Worker</p> | <p>Title I Part A Parent Involvement 5000-5999: Services</p> | <p>3,420</p> | <p>School year 2022-23</p> |

| | | | | | | |
|-----|--|--|--|----------------------------------|--|--|
| | community outreach, family events and trainings. | | | And Other Operating Expenditures | | |
| 1.3 | | All Students English Learners Low-Income Students Foster Youth Other | | | | |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

Goal 2. Healthy Environments for Social and Emotional Growth: All staff cultivate inclusive, safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

SPSA/Goal 2

The Edison school community provides safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We utilized surveys, listening circles, Home Groups and one on one conversations. We did Home Groups every six weeks. We did Equity Trainings throughout the year and included listening circles with our black students to gather information and collect student voice regarding issues of Equity at our school. We worked with the district Equity Office to gather information, create Equity surveys and trainings. We also worked closely with our MTSS team to determine our student and staff needs around creating safe and healthy spaces for our staff and students.

What worked and didn't work? Why? (monitoring)

We found our initial Equity trainings did not connect with our staff the way we thought it would. Staff surveys indicated that they didn't see themselves as needing the training or as our school having an equity issue. We then interviewed staff and gathered more information. We then worked with the Equity Department to utilize our data to drive our next instruction. We also utilized student voice to help our staff see that we have equity needs that our students eloquently were able to share.

What modification(s) did you make based on the data? (evaluation).

We continue to work on our equity issues/needs and we as a staff got much better participation and value out off the second training. We are continuing to work on developing our equity work with our staff. We are also working on strengthening our MTSS tiered system of support. We are also working on creating feedback loops with students and staff to make sure that we are continuing to meet our needs. We are also adjusting our dress code, utilizing student input, to make it more equitable.

2021-22

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2021-22 | Expected Outcome 2022-23 |
|---|----------------------------|--------------------------|
| District Survey - School Culture Staff. Percent strongly agree/agree overall. | 76% agree/strongly agree | 85% agree/strongly agree |
| District Survey - School Culture Parent. Percent strongly agree/agree overall. | 87.9% agree/strongly agree | 90% agree/strongly agree |
| District Survey - School Culture Student. Percent strongly agree/agree overall. | 71.4% agree/strongly agree | 85% agree/strongly agree |
| District Survey - Safety Staff. Percent strongly agree/agree overall. | 83.3% agree/strongly agree | 90% agree/strongly agree |
| District Survey - Safety Parent. Percent strongly agree/agree overall. | 84% agree/strongly agree | 90% agree/strongly agree |
| District Survey - Safety Student. Percent strongly agree/agree overall. | 78.9% agree/strongly agree | 85% agree/strongly agree |
| School Chronic Absenteeism. | N/A | decrease from 2019-2020 |
| School Home Suspension Rate | N/A | decrease from 2019-2020 |

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|--|---|--|--|---------------------|-------------------------|
| 2.1 | <ul style="list-style-type: none"> • Research and purchase research based student incentives (Character trait awards and assemblies, enrichment activities, educational field trips, etc.) • Hire Recreational Aids to support | <p>X All Students English Learners Low-Income Students Foster Youth Other</p> | <ul style="list-style-type: none"> • Administration • Leadership Team • PBIS Team • Middle School Team • All Teachers | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 8,000 | School year 2022-23 |

| | | | | | | |
|-----|---|--|-----------------------------------|---|------------------|---------------------|
| | <p>rt positiv e learn ing enviro nment</p> <ul style="list-style-type: none"> • Releas e days for PBIS to attend trainin gs • Purcha se rewar ds for our PBIS Tiger Store | | | | | |
| 2.2 | Utilize a .5 Counselor to support students in academic progress, assist with socio-emotional issues that may impede learning | X All Students English Learners Low-Income Students Foster Youth Other | Site Administration, Counselor | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation | 32,860 14,041 | School year 2022-23 |

| | | | | | | |
|-----|---|--|----------------|---|--------------------|------------------------|
| | | | | 3000-3999: Employee Benefits | | |
| 2.3 | Provide additional clerk time to promote attendance | X All Students English Learners Low-Income Students Foster Youth Other | Administration | LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits | 6,780 2,768 | School year 2022-23 |
| 2.4 | Extra assignment pay, materials and training opportunities for PBIS, Equity team work, and grade levels to plan, analyze data, tutoring, mentoring development and implementation | X All Students English Learners Low-Income Students Foster Youth Other | Staff | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 14,666 | School year 2022-23 |

| | | | | | | |
|-----|---|--|--|---|-------|------------------------|
| | . Materials and training for site Equity Team and Data Days | | | | | |
| 2.5 | Make supplies available to support Student Leadership. | X All Students English Learners Low-Income Students Foster Youth Other | Staff Principal, Counselors, Leadership Teachers | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies | 2,000 | School year 2021-22 |
| 2.6 | Continue 6th-8th school sports programs and field trips. | X All Students English Learners Low-Income Students Foster Youth Other | Admin, PE Coaches, Teachers | LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures | 5,000 | School year 2022-23 |
| 2.7 | Purchase additional recreational aide time. | X All Students English Learners Low-Income Students Foster Youth Other | Administration | LCFF Supplemental Centralized Services (District Only) | 3,412 | School year 2022-23 |

| | | | | | | |
|-----|---|---|---|--|-------------------------------|--------------------------------|
| | | | | 2000-2999: Classified Personnel Salaries | | |
| 2.8 | <p>Utilize LCCF funding to provide safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development. Provide appropriate staff to support healthy environments for learning.</p> <p>Campus rep/monitor .875 FTE</p> | <p>All Students X English Learners X Low-Income Students X Foster Youth Other</p> | <p>Staff Principal, Counselors, Leadership Teachers</p> | <p>LCFF Supplemen tal Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemen tal Site Allocation 3000-3999: Employee Benefits</p> | <p>23,360 20,894</p> | <p>School year 2022-23</p> |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

Goal 3. Engaging Academic Programs: All educators engage and support each student in a challenging and broad course of study that builds skills, knowledge and experiences preparing all to be critical thinkers who communicate effectively, collaborate and are civic minded.

SPSA/Goal 3

We will regularly monitor student progress, using data to identify student needs and implement effective innovative strategies to increase student achievement.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We utilized academic data, team meeting notes, intervention attendance and intervention data.

What worked and didn't work? Why? (monitoring)

We realized very quickly that we need to use consistent data. We purchased more assessment tools to allow us to better determine what our students academic needs are. We found that students who did not attend intervention regularly needed to be offered intervention in the next round so that they could take advantage of the small group support. We realized that with the substitute shortage we need to prioritize intervention groups over subbing in the classroom to provide continuity and support for students who need it most. We also realized that we need to work with our other support staff, ELD and RSP, to make sure that the correct students are being seen by each group.

What modification(s) did you make based on the data? (evaluation)

We purchased more assessment tools to help us support all learners and to help drive instruction. We purchased more intervention materials and made them available to all classrooms and students. We purchased more classroom and intervention materials to support all learners and to help our teams work together utilizing consistent data to better create and teach groups. We also realized that we need to go back and to data training for our iReady program so that we can better utilize the data that is generated through that program.

2021-22

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2021-22 | Expected Outcome 2022-23 |
|---|------------------|--------------------------------|
| CAASPP ELA | N/A | Increase or maintain from 2019 |
| CAASPP Math | N/A | Increase or maintain from 2019 |
| K-2 Text Level | N/A | Increase or maintain |
| ELPAC | N/A | Increase ELPI |
| SBAC ELA Overall Scale Scores CA School Dashboard Fall 2019 | N/A | Increase or maintain from 2019 |
| SBAC Math Overall Scale Scores CA School Dashboard Fall 2019 | N/A | Increase or maintain from 2019 |

Complete a copy of the Strategy/Activity table for each of the school’s strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.

Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|---------------------------------------|---|-----------------------------|--------------------------------|---------------------|-------------------------|
| 3.1 | Provide teacher release days for data | All Students English Learners Low-Income Students | Leadership Team Teachers | Title I Part A Site Allocation | 10,000 | School year 2022-23 |

| | | | | | | |
|-----|---|--|--|---|--------|------------------------|
| | days, conferences, planning & implementation of engaging English Language Arts (ELA.) instruction. | Foster Youth Other | Administration | 1000-1999: Certificated Personnel Salaries | | |
| 3.2 | Purchase supplemental books and materials to support intervention, differentiation and engagement around literacy and math. | X All Students English Learners Low-Income Students Foster Youth Other | Leadership Team Teachers Administration | Title I Part A Site Allocation 4000-4999: Books And Supplies | 20,000 | School year 2022-23 |
| 3.3 | Provide supplemental DI/EI assessment release time for teachers. | All Students English Learners Low-Income Students Foster Youth Other | Staff Administration | Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries | 1,824 | School year 2022-23 |
| 3.4 | Provide supplemental staff to support improved student outcomes. | All Students English Learners Low-Income Students Foster Youth Other | Staff Administration | Other | | School year 2022-23 |

| | | | | | | |
|-----|---|--|--|--|--------|------------------------|
| | 2 FTE Resource Teachers .5 School Community Intervention Specialist | | | | | |
| 3.5 | Provide teacher release days and conferences for math and science to enhance instructional strategies to increase outcomes for targeted students. | All Students English Learners Low-Income Students Foster Youth Other | Leadership Team Teachers Administration | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditur es | 10,257 | School year 2022-23 |
| 3.6 | | All Students English Learners Low-Income Students Foster Youth Other | | | | |
| 3.7 | Provide .20 Math Teacher to support struggling students. | All Students English Learners Low-Income Students Foster Youth Other | Administration | LCFF Supplemen tal Centralized Services (District Only) | 17,063 | School year 2022-23 |

| | | | | | | |
|------|--|--|--------------------------------|---|-------------------|------------------------|
| | | | | 1000-1999: Certificated Personnel Salaries | | |
| 3.8 | Provide 3.0 FTE ELD Teachers to support English learners with language acquisition. | All Students English Learners Low-Income Students Foster Youth Other | ELD Teachers Administration | LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries | 374,903 | School year 2022-23 |
| 3.9 | Provide Bilingual Instructional Aides to support English learners with language acquisition.(BIA /IA). 2.625 FTE | All Students English Learners Low-Income Students Foster Youth Other | ELD Team Administration | LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries | 139,931 | School year 2022-23 |
| 3.10 | Provide 2 FTE additional intervention | X All Students English Learners Low-Income Students | site administration | Title I Part A Site Allocation | 140,000 58,328 | School year 2022-23 |

| | | | | | | |
|------|---|--|-----------------------------|---|----------------------------|------------------------|
| | teachers to promote equitable academic outcomes among student groups, lessen learning loss due to distance learning. | Foster Youth Other | | 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits | | |
| 3.11 | Provide a Counselors to assist students academically and socio-emotionally. 1.5 FTE (Partially funded centrally - Goal 1) | X All Students English Learners Low-Income Students Foster Youth Other | Counselor Administration | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries | 58,721 29,453 24,409 | School year 2022-23 |
| 3.12 | | All Students | | | | |

| | | | | | | |
|------|---|--|--|--|---------------|---------------------|
| | | English Learners Low-Income Students Foster Youth Other | | | | |
| 3.13 | Purchase supplemental materials and supplies to support differentiation and engagement particularly toward targeted student groups. (\$10,000 for elementary and \$8,000 for middle grades) | All Students X English Learners X Low-Income Students X Foster Youth X Other Students with IEP's | Elementary & middle School Teachers Administration | LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation 4000-4999: Books And Supplies | 7160 10000 | School year 2022-23 |
| 3.14 | Employ a 1.0 FTE Administrative Instructional Support to improve student outcomes. | X All Students English Learners Low-Income Students Foster Youth Other | Administration | LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries | 143197 | School year 2022-23 |
| 3.15 | Positive Behavior | All Students English Learners | Administration, | LCFF Supplemental | 8000 | School year 2022-23 |

| | | | | | | |
|------|--|---|---|--|------|---------------------|
| | <p>Intervention and Support (PBIS) training to encourage behavior that allows students to learn. Provide positive reinforcements for attendance improvement. (LCFF)</p> <p>Includes consulting fees.</p> | <p>Low-Income Students Foster Youth Other</p> | <p>DI Coordinator, Interventionists, Teachers</p> | <p>tal Site Allocation 4000-4999: Books And Supplies</p> | | |
| 3.16 | <p>Materials and supplies to support the technology class and morning videotaped announcements</p> | <p>All Students English Learners Low-Income Students Foster Youth Other</p> | <p>Administration Technology Teacher Teachers</p> | <p>LCFF Supplemental Site Allocation 4000-4999: Books And Supplies</p> | 4000 | School year 2022-23 |
| 3.17 | <p>Provide opportunities for professional development, conferences and supplemental support for Dual</p> | <p>All Students English Learners Low-Income Students Foster Youth Other</p> | <p>Administration, Teachers</p> | <p>Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures</p> | 7500 | School year 2022-23 |

| | | | | | | |
|------|--|--|--|--|------------------|---------------------|
| | Immersion Program | | | | | |
| 3.18 | Utilize a 1.0 FTE Site Resource (DI Coordinator) to refine and improve the Dual Immersion program. | All Students English Learners Low-Income Students Foster Youth Other | Administration, Intervention Teacher | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits | 79,750 38,179 | School year 2022-23 |
| 3.19 | Provide an intervention coach to increase capacity around effective instructional strategies. | All Students English Learners Low-Income Students Foster Youth Other | Administration, Intervention Teacher | Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits | 54,500 13,779 | School year 2022-23 |

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

Goal 4. Clear Pathways to Bright Futures: Our whole school community engages each student in discovering their limitless potential, and through coordinated efforts prepares them for college, career and bright futures filled with opportunity

SPSA/Goal 4

We are working on College and Career opportunities for our students. We would like to take all of our middle school students on college tours and hope to build it into all grade levels. We will work with Naviance to do interest surveys and a Career Day to help introduce our students to career pathways they may not know about.

Annual Review

SPSA Year Reviewed: 2021-22

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

What data did you use to monitor progress and how often?

We provided surveys to families and students regarding their knowledge of high school and college. We met with students and assessed their knowledge. We provided one on one meetings to gather data and provide information to students in our middle school grades. We did a virtual career day to try to provide information about possible career opportunities for our students. We spoke with parents and surveyed them about their knowledge of high school and college.

What worked and didn't work? Why? (monitoring)

We realized that virtual meetings did not meet the needs of the families and students. We did whole group presentations about high school but didn't share all of the information with parents. We did high school planning meetings to establish high school plans in Naviance but didn't share them with parents. We worked with UC Davis to provide mentors to help our students express themselves. We had a Project Optimism Leadership Academy with an emphasis on high school and college graduation.

What modification(s) did you make based on the data? (evaluation)

We are going to start working on high school plans in 5th grade instead of middle school. We are going to take fieldtrips to high schools and colleges to get our students familiar with both of them. We are looking at working with Project Optimism to provide mentors to help our students connect with students who are currently in high school and college. This will give our students another person to connect with and get information from. We will also continue our work with UC Davis' writing project. We will do a lot more to connect with and provide information to our families.

2021-22

Identified Need

Based on the Comprehensive Needs Assessment and the above analysis of this goal, through a collaborative process with educational partners, the following need has been identified:

Annual Measurable Outcomes

| Metric/Indicator | Baseline 2021-22 | Expected Outcome 2022-23 |
|---|---|--------------------------|
| School Survey - College and Career - Students know what classes to pass to graduate high school | 57.2% agree/strongly agree | 70% agree/strongly agree |
| School Survey - College and Career - Parents are informed about career pathways and programs available at middle and high schools | 59.8% agree/strongly agree | 70% agree/strongly agree |
| Number of enrichment opportunities offered before, during or after school. | After School Tutoring, Intervention (ELD, DI, EI) during school, After School Programs, Social/Emotional groups | |

Complete a copy of the Strategy/Activity table for each of the school's strategies/activities. Duplicate the table, including Proposed Expenditures, as needed.



Strategy/Activity & Proposed Expenditures

| SPSA # | Action/Service | Principally Serving | Person(s) Responsible | Source(s) | Proposed Allocation | Implementation Timeline |
|--------|----------------|---------------------|-----------------------|-----------|---------------------|-------------------------|
|--------|----------------|---------------------|-----------------------|-----------|---------------------|-------------------------|

| | | | | | | |
|-----|---|--|---------------------|---|-------|-----------------------|
| 4.1 | Provide opportunities for students to experience real world experiences through educational field trips aligned to content standards, virtually or in person, as per safety guideline. | X All Students English Learners Low-Income Students Foster Youth Other | Site Administration | Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures | 10400 | School year 2022-23 |
| 4.2 | Offer college and career information to families, utilizing district high school counselors, through a drive in movie event. Plan and implement one college trip, as available. Grant funded. | X All Students English Learners Low-Income Students Foster Youth Other | Site Administration | Other | 1800 | School year 2022-2023 |

Centralized Services for Planned Improvements in Student Performance

The following actions and related expenditures support site program goals and will be performed as a centralized service to eligible students, district wide. Proposed expenditures are central costs. Specific school expenditures vary by need and identified Resource Inequities.

| Actions to be Taken to Reach This Goal Consider all appropriate dimensions (e.g., Teaching and Learning, Staffing, and Professional Development) | Start Date Completion Date | Proposed Expenditures | Estimated Cost | Funding Source (itemize for each source) |
|--|---|---|---|---|
| <p>1. Summer Programs</p> <p>2. Intervention</p> <p>3. Professional Learning promoting effective instructional practices related to communicating reasoning and academic language</p> <p>4. District-wide staff providing support for school climate, social emotional support to promote academic success to eligible sites and students.</p> | <p>School year 2022-23</p>  | <p>Credentialed and classified staff, materials and supplies, transportation, salary, and benefits</p> <p>Extra hours for staff, salary, and benefits, materials and supplies, license fees, contracts.</p> <p>Presenter fees, conference costs, extra hours for staff, materials and supplies, licenses</p> <p>Salary and benefits, materials, and supplies.</p> | <p>\$1,200,000</p> <p>\$617,219</p> <p>100,000</p> <p>771,420</p> | <p>Title I</p>  |

Budget Summary

Complete the table below. Schools may include additional information. Adjust the table as needed. The Budget Summary is required for schools funded through the ConApp, and/or that receive funds from the LEA for Comprehensive Support and Improvement (CSI).

Budget Summary

| Description | Amount |
|---|----------------|
| Total Funds Provided to the School Through the Consolidated Application | \$ |
| Total Federal Funds Provided to the School from the LEA for CSI | \$ |
| Total Funds Budgeted for Strategies to Meet the Goals in the SPSA | \$1,455,145.00 |

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.

| Federal Programs | Allocation (\$) |
|------------------|-----------------|
|------------------|-----------------|

Subtotal of additional federal funds included for this school: \$

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

| State or Local Programs | Allocation (\$) |
|--|-----------------|
| LCFF Supplemental Centralized Services (District Only) | \$188,081.00 |
| LCFF Supplemental English Learner Central | \$514,834.00 |
| LCFF Supplemental Site Allocation | \$102,628.00 |
| Other | \$1,800.00 |
| Title I Part A Parent Involvement | \$10,512.00 |
| Title I Part A Site Allocation | \$637,290.00 |

Subtotal of state or local funds included for this school: \$1,455,145.00

Total of federal, state, and/or local funds for this school: \$1,455,145.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

| Funding Source | Amount | Balance |
|--|------------|---------|
| LCFF Supplemental Site Allocation | 102,628.00 | 0.00 |
| LCFF Supplemental English Learner Central | 514,834.00 | 0.00 |
| LCFF Supplemental Centralized Services (District Only) | 188,081.00 | 0.00 |
| Title I Part A Site Allocation | 637,290.00 | 0.00 |
| Title I Part A Parent Involvement | 10,512.00 | 0.00 |
| Title I Part A Centralized Services (District Only) | 0.00 | 0.00 |

Expenditures by Funding Source

| Funding Source | Amount |
|--|------------|
| LCFF Supplemental Centralized Services (District Only) | 188,081.00 |
| LCFF Supplemental English Learner Central | 514,834.00 |
| LCFF Supplemental Site Allocation | 102,628.00 |
| Other | 1,800.00 |
| Title I Part A Parent Involvement | 10,512.00 |
| Title I Part A Site Allocation | 637,290.00 |

Expenditures by Budget Reference

| Budget Reference | Amount |
|--|------------|
| | 1,800.00 |
| 1000-1999: Certificated Personnel Salaries | 935,403.00 |
| 2000-2999: Classified Personnel Salaries | 198,364.00 |
| 3000-3999: Employee Benefits | 202,083.00 |
| 4000-4999: Books And Supplies | 80,918.00 |
| 5000-5999: Services And Other Operating Expenditures | 36,577.00 |

Expenditures by Budget Reference and Funding Source

| Budget Reference | Funding Source | Amount |
|--|--|------------|
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental Centralized Services (District Only) | 184,669.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Centralized Services (District Only) | 3,412.00 |
| 1000-1999: Certificated Personnel Salaries | LCFF Supplemental English Learner Central | 374,903.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental English Learner Central | 139,931.00 |
| 2000-2999: Classified Personnel Salaries | LCFF Supplemental Site Allocation | 30,140.00 |
| 3000-3999: Employee Benefits | LCFF Supplemental Site Allocation | 23,662.00 |
| 4000-4999: Books And Supplies | LCFF Supplemental Site Allocation | 43,826.00 |
| 5000-5999: Services And Other Operating Expenditures | LCFF Supplemental Site Allocation | 5,000.00 |
| | Other | 1,800.00 |
| 4000-4999: Books And Supplies | Title I Part A Parent Involvement | 7,092.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A Parent Involvement | 3,420.00 |
| 1000-1999: Certificated Personnel Salaries | Title I Part A Site Allocation | 375,831.00 |
| 2000-2999: Classified Personnel Salaries | Title I Part A Site Allocation | 24,881.00 |
| 3000-3999: Employee Benefits | Title I Part A Site Allocation | 178,421.00 |
| 4000-4999: Books And Supplies | Title I Part A Site Allocation | 30,000.00 |
| 5000-5999: Services And Other Operating Expenditures | Title I Part A Site Allocation | 28,157.00 |

Expenditures by Goal

| Goal Number | Total Expenditures |
|-------------|--------------------|
| Goal 1 | 58,210.00 |
| Goal 2 | 133,781.00 |
| Goal 3 | 1,250,954.00 |
| Goal 4 | 12,200.00 |

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
- 4 Classroom Teachers
- 2 Other School Staff
- 7 Parent or Community Members

| Name of Members | Role |
|---------------------------|----------------------------|
| Heidi Garner | Principal |
| Mokeisha Williams (Chair) | Parent or Community Member |
| Lydia Smith | Classroom Teacher |
| Fay Grundel | Classroom Teacher |
| Stephanie Jones | Classroom Teacher |
| Tammy Clifton Szabo | Other School Staff |
| Amy Roberts | Classroom Teacher |
| Lita Jacome | Parent or Community Member |
| William Barrios | Parent or Community Member |
| Diwata Fonte | Parent or Community Member |
| Victoria Ciganda | Parent or Community Member |
| Daniel O'Connor | Parent or Community Member |
| Yayranex Cacho-Avala | Parent or Community Member |
| Jose Rios | Other School Staff |

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 |
|  | Special Education Advisory Committee |

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 May 4, 2022.

Attested:

| | |
|---|---|
|  | Principal, Heidi Garner on May 4, 2022 |
|  | SSC Chairperson, Mokeisha Williams on May 4, 2022 |

Budget By Expenditures

Thomas Edison Language Institute

Funding Source: LCFF Supplemental Centralized Services (District Only) \$188,081.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|--|--------------|---|--------|
| Purchase additional recreational aide time. | 2000-2999: Classified Personnel Salaries | \$3,412.00 | Healthy Environments for Socio-Emotional Growth | |
| Employ a 1.0 FTE Administrative Instructional Support to improve student outcomes. | 1000-1999: Certificated Personnel Salaries | \$143,197.00 | Engaging Academic Programs | |
| Provide .20 Math Teacher to support struggling students. | 1000-1999: Certificated Personnel Salaries | \$17,063.00 | Engaging Academic Programs | |
| | 1000-1999: Certificated Personnel Salaries | \$24,409.00 | Engaging Academic Programs | |
| LCFF Supplemental Centralized Services (District Only) Total Expenditures: | | \$188,081.00 | | |
| LCFF Supplemental Centralized Services (District Only) Allocation Balance: | | \$0.00 | | |

Funding Source: LCFF Supplemental English Learner Central \$514,834.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|--|--------------|----------------------------|--------|
| Provide 3.0 FTE ELD Teachers to support English learners with language acquisition. | 1000-1999: Certificated Personnel Salaries | \$374,903.00 | Engaging Academic Programs | |
| Provide Bilingual Instructional Aides to support English learners with language acquisition.(BIA/IA). 2.625 FTE | 2000-2999: Classified Personnel Salaries | \$139,931.00 | Engaging Academic Programs | |

Thomas Edison Language Institute

LCFF Supplemental English Learner Central Total Expenditures: \$514,834.00

LCFF Supplemental English Learner Central Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation \$102,628.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|---|--|-------------|---|--------|
| Purchase supplemental materials and supplies to support differentiation and engagement particularly toward targeted student groups. (\$10,000 for elementary and \$8,000 for middle grades) | 4000-4999: Books And Supplies | \$7,160.00 | Engaging Academic Programs | |
| Positive Behavior Intervention and Support (PBIS) training to encourage behavior that allows students to learn. Provide positive reinforcements for attendance improvement. (LCFF) | 4000-4999: Books And Supplies | \$8,000.00 | Engaging Academic Programs | |
| Includes consulting fees. | | | | |
| Materials and supplies to support the technology class and morning videotaped announcements | 4000-4999: Books And Supplies | \$4,000.00 | Engaging Academic Programs | |
| Utilize LCCF funding to provide safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development. Provide appropriate staff to support healthy environments for learning. | 2000-2999: Classified Personnel Salaries | \$23,360.00 | Healthy Environments for Socio-Emotional Growth | |
| Campus rep/monitor .875 FTE | | | | |
| -Research and purchase research based student incentives (Character trait awards and assemblies,enrichment activities, educational field trips, etc.) | 4000-4999: Books And Supplies | \$8,000.00 | Healthy Environments for Socio-Emotional Growth | |
| - Hire Recreational Aids to support positive learning environment | | | | |
| - Release days for PBIS to attend trainings | | | | |
| -Purchase rewards for our PBIS Tiger Store | | | | |

Thomas Edison Language Institute

| | | | |
|--|--|-------------|---|
| | 3000-3999: Employee Benefits | \$2,768.00 | Healthy Environments for Socio-Emotional Growth |
| | 3000-3999: Employee Benefits | \$20,894.00 | Healthy Environments for Socio-Emotional Growth |
| Provide additional clerk time to promote attendance | 2000-2999: Classified Personnel Salaries | \$6,780.00 | Healthy Environments for Socio-Emotional Growth |
| Extra assignment pay, materials and training opportunities for PBIS, Equity team work, and grade levels to plan, analyze data, tutoring, mentoring development and implementation. Materials and training for site Equity Team and Data Days | 4000-4999: Books And Supplies | \$14,666.00 | Healthy Environments for Socio-Emotional Growth |
| Make supplies available to support Student Leadership. | 4000-4999: Books And Supplies | \$2,000.00 | Healthy Environments for Socio-Emotional Growth |
| Continue 6th-8th school sports programs and field trips. | 5000-5999: Services And Other Operating Expenditures | \$5,000.00 | Healthy Environments for Socio-Emotional Growth |

LCFF Supplemental Site Allocation Total Expenditures: \$102,628.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|-------------|--------|------|--------|
|----------------------|-------------|--------|------|--------|

Thomas Edison Language Institute

Offer college and career information to families, utilizing district high school counselors, through a drive in movie event. Plan and implement one college trip, as available. Grant funded.

\$1,800.00 Clear Pathways to Bright Futures

Other Total Expenditures: \$1,800.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$10,512.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|--|--|------------|------------------------------|--------|
| Parent Engagement and Safety Hire and purchase Materials to support instruction and learning environment: - Cultural celebrations - Sami's Circuit - School Community Worker -Field Trips -Supplies for families and family events -Family Forums | 4000-4999: Books And Supplies | \$7,092.00 | Connected School Communities | |
| Provide opportunities for parents to participate and offer voice through community outreach, family events and trainings. | 5000-5999: Services And Other Operating Expenditures | \$3,420.00 | Connected School Communities | |

Title I Part A Parent Involvement Total Expenditures: \$10,512.00

Title I Part A Parent Involvement Allocation Balance: \$0.00

Funding Source: Title I Part A Site Allocation \$637,290.00 Allocated

| Proposed Expenditure | Object Code | Amount | Goal | Action |
|----------------------|--|-------------|------------------------------|--------|
| | 2000-2999: Classified Personnel Salaries | \$23,057.00 | Connected School Communities | |

Thomas Edison Language Institute

| | | | |
|--|--|--------------|---|
| | 3000-3999: Employee Benefits | \$24,641.00 | Connected School Communities |
| Provide teacher release days for data days, conferences, planning & implementation of engaging English Language Arts (ELA.) instruction. | 1000-1999: Certificated Personnel Salaries | \$10,000.00 | Engaging Academic Programs |
| Purchase supplemental books and materials to support intervention, differentiation and engagement around literacy and math. | 4000-4999: Books And Supplies | \$20,000.00 | Engaging Academic Programs |
| Provide supplemental DI/EI assessment release time for teachers. | 2000-2999: Classified Personnel Salaries | \$1,824.00 | Engaging Academic Programs |
| Provide teacher release days and conferences for math and science to enhance instructional strategies to increase outcomes for targeted students. | 5000-5999: Services And Other Operating Expenditures | \$10,257.00 | Engaging Academic Programs |
| Utilize a .5 Counselor to support students in academic progress, assist with socio-emotional issues that may impede learning | 1000-1999: Certificated Personnel Salaries | \$32,860.00 | Healthy Environments for Socio-Emotional Growth |
| | 3000-3999: Employee Benefits | \$14,041.00 | Healthy Environments for Socio-Emotional Growth |
| Provide opportunities for students to experience real world experiences through educational field trips aligned to content standards, virtually or in person, as per safety guideline. | 5000-5999: Services And Other Operating Expenditures | \$10,400.00 | Clear Pathways to Bright Futures |
| Provide 2 FTE additional intervention teachers to promote equitable academic outcomes among student groups, lessen learning loss due to distance learning. | 1000-1999: Certificated Personnel Salaries | \$140,000.00 | Engaging Academic Programs |
| Provide a Counselors to assist students academically and socio-emotionally. 1.5 FTE (Partially funded centrally - Goal 1) | 1000-1999: Certificated Personnel Salaries | \$58,721.00 | Engaging Academic Programs |

Thomas Edison Language Institute

| | | | |
|---|--|-------------|----------------------------|
| Provide opportunities for professional development, conferences and supplemental support for Dual Immersion Program | 5000-5999: Services And Other Operating Expenditures | \$7,500.00 | Engaging Academic Programs |
| Utilize a 1.0 FTE Site Resource (DI Coordinator) to refine and improve the Dual Immersion program. | 1000-1999: Certificated Personnel Salaries | \$79,750.00 | Engaging Academic Programs |
| Provide an intervention coach to increase capacity around effective instructional strategies. | 1000-1999: Certificated Personnel Salaries | \$54,500.00 | Engaging Academic Programs |
| | 3000-3999: Employee Benefits | \$58,328.00 | Engaging Academic Programs |
| | 3000-3999: Employee Benefits | \$29,453.00 | Engaging Academic Programs |
| | 4000-4999: Books And Supplies | \$10,000.00 | Engaging Academic Programs |
| | 3000-3999: Employee Benefits | \$38,179.00 | Engaging Academic Programs |
| | 3000-3999: Employee Benefits | \$13,779.00 | Engaging Academic Programs |

Title I Part A Site Allocation Total Expenditures: \$637,290.00

Title I Part A Site Allocation Allocation Balance: \$0.00

Thomas Edison Language Institute Total Expenditures: \$1,455,145.00