

School Year: **2023-24**



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 24th, 2023	August 8, 2023

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.

Additional Targeted Support and Improvement (ATSI) is provided to assist schools in improving outcomes for student groups who have performed at the lowest level for multiple years on the California School Dashboard indicators. Thomas Edison Language Institute met the criteria for the following student groups:

1. Black or African Americans
2. English Learners
3. Homeless
4. Socio-Economically Disadvantaged
5. Students with Disabilities
6. Two or More Races

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Comprehensive Needs Assessment Components

- What did your data show (disaggregated by student group)?
- What did your root causes analysis reveal?
- What resource inequities did you discover?

Data Analysis

What did your data show (disaggregated by student group)?

Guidance	
Data Analysis	<p>Includes a thorough analysis of verifiable state academic and culture/climate data, consistent with all state priorities (CA Dashboard) disaggregated by student groups.</p> <p>Includes a thorough analysis of relevant district and site academic and culture/climate data, including aligned ongoing measures, disaggregated by student groups.</p>

Our Comprehensive Needs Assessment is based on data collected this year. Data includes surveys, local assessment, empathy gathering, listening circles, and observations. The following subgroups have been identified as ATSI.

Target groups:

AA/Black

Absenteeism--74.8%

Suspension--2.13%

ELA--76% below grade level on SBAC/ 72.5% below or approaching on iReady assessments

Math

ELs--20.1% or greater

Absenteeism--48%

ELA--76% below grade level on SBAC/ 89.4% below or approaching on iReady assessments

Math--24% below grade level

Homeless

Absenteeism--75%

ELA--76% below grade level on SBAC/ 66.2% below or approaching on iReady assessments

Math--24% below grade level

Low Income

Absenteeism--61.7%

ELA--76% below grade level on SBAC/ 84.5% below or approaching on iReady assessments

Math--24% below grade level

Students with Disabilities

Absenteeism--61.5%

ELA--76% below grade level on SBAC/ 81.6% below or approaching on iReady assessments

Math--24% below grade level

When we began looking at data we had a group of students who were consistently underperforming. We developed and implemented a tiered system of support to help all students get the support they need to succeed in every classroom. This tiered system utilizes data from multiple sources to determine what students need and makes sure that we have time in our daily schedule to provide Universal Access for all students at their individual levels. This program has been very successful, however, due to substitute shortages we have had to cancel Universal Access so that support staff could cover classrooms. We anticipate that this problem will be relieved next year.

We have spent a lot of time looking at our attendance data and suspension data and we are developing a plan to support our students to increase attendance and decrease suspensions. We are also realizing that we also have staff inequities in training and knowledge of curriculum and engagement strategies. When looking at our Parent Survey data

we found that communication was not always effective and that we need to work on correcting information, cellphone numbers, email addresses and home addresses as they change, not when we want to communicate. We will be training staff to make sure that we can get accurate data to communicate clearly with all parents and families in a timely manner. We realize that our teachers are struggling to make learning accessible for all students and that we are not engaging students academically or socially/emotionally. We realize that we need to train our staff in engagement strategies. We also need to make attendance a priority by working closely with our parents and families. We were without a parent liaison until January and that prevented us from connecting with all of our families in a positive, supportive way from the very beginning of the school year. We recognize that we need to begin our family connections before school starts.

Root Cause Analysis

What did your root causes analysis reveal?

	Guidance
Root Cause Analysis	<p>Root cause analysis follows directly from areas identified during data analysis.</p> <p>Root cause analysis identifies clear and actionable academic and culture/climate areas to focus improvement efforts.</p>

Site leadership including; administration, elected leadership team members, School Site Council and our English Learner Advisory Committee participated in data analysis to develop a deeper understanding of the data sources identified above and create recommendations based on identification of the root causes. Specifically, staff participated in the collaborative learning cycle to identify problem areas, determine causality and develop a comprehensive plan for improvement related to various models of instruction.

Student learning is still not where it needs to be based on multiple data sources. We are continuing to focus on academic results, attendance, and suspensions, all components of our ATSI subgroups. After careful analysis of our ATSI subgroups we believe that it is lack of teacher preparation and knowledge around how to engage all students academically and social emotionally. We believe that a lack of support from our district level attendance department to pursue truant students and their families has prohibited us from getting all students to school every day. We have worked with that department and created a plan to better support attendance for all of our subgroups. We will meet bi-weekly to analyze attendance data, we will blitz all families with an attendance incentive to start the school year and after each break, and we will follow up with families weekly who are struggling to attend. In addition, we are working closely with San Juan Central to support positive student attendance for all students including our subgroups.

Language is a required component of oral and written development in all classrooms. Upon analysis of instructional strategies, there is a need for teachers to differentiate and incorporate strategies to address learning styles and student's assessed language and learning needs. The team noted that designated supports for English Language learners are being provided, yet the teachers needed strategies that could be incorporated into their daily lessons. These strategies would allow for more interaction among the students using language scaffolds that would support students as they go from using language orally to written language. The strategies could be integrated into all content areas to support differentiation for all students. This also included students with disabilities to support with their individualized learning goals. Also, after careful analysis of our school scheduling we have come to realize that we need to continue to improve our scheduling of groups to maximize student learning. We also came to realize that teachers are not collaborating in ways that use data to drive what they are working on and what the students may need in the classroom and in small group support. We have also realized that as a school site we have not been effectively utilizing data to drive instruction, intervention groups and student needs. We realized that we need to go back to the data basics in iReady, CAASPP, and ELPAC and other assessments to make sure that we are supporting all learners and moving them forward through our state standards.

There is a common desire to provide an environment that consistently models a caring and supportive environment for all students, families, and staff. When schools foster a culture that provides a safe and inclusive environment, the academic and social emotional success of each student can flourish. When analyzing the current District Survey data and the student information system, the team noted the connection between school attendance, suspension data and overall school culture percentages as it relates to academic success. Stakeholders additionally noted that there is a need to continue to grow a positive school culture in order to improve school attendance rates, academic success and a positive

school culture at Thomas Edison. Additionally, funding has been spent on academic initiatives, such as LETRs Training, iReady, Spanish assessments and programs to support student learning through technology.. The team determined the need to fund professional development and curriculum for social emotional training, as well as academics.

Resource Inequities

What resource inequities did you discover?

Guidance	
Resource Inequities	Includes a concise, thoughtful analysis of the degree to which school resources are currently directed to support identified needs.

After careful review of data analysis, root cause analysis, review of budgets, and review of schedules, the following resource inequities were identified in Goal 1:
Professional training around GLAD, and ELD strategies was not done school wide.

Designated time was provided by ELD teachers, yet integrated EL strategies were not implemented in all classrooms.
.We did not utilize data to drive all instruction and we did not utilize consistent data to drive Universal Access groups.
We did not provide "data days" for staff to meet together in grade levels to look at and share data.
We did not provide GLAD training.
We did not provide GLAD time for teachers to prepare lessons and materials.

After careful review of data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified in Goal 2:
Social and Emotional materials were not provided to all staff and students consistently.
PBIS rewards were not always desired by the students so the value of our Tiger Bucks diminished.
PBIS needs to do more teaching and reteaching of expectations throughout the year and more reinforcements (spirit days, assemblies and rewards) to help motivate students to follow the expectations..
We need a staff handbook to make sure that all staff know our expectations for them and our students and families.
We need behavior data collecting software and software to help with behavior plans and goals setting for students in Tier 2 and 3 behaviorally.

After careful review of data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified in Goal 3:
Use of data to drive instruction was not supported throughout the school utilizing essential standards to drive instruction and assessment.
Teachers have not had an opportunity to unpack the Common Core State Standards, especially the Essential Standards, for their grade levels and plan engaging lessons and assessments to determine student academic needs.
Teachers have not had an opportunity to work in Professional Learning Communities to strengthen their practice and support their work utilizing CCSS"s and assessment.
Teachers have not had an opportunity to sit with peers and dive into data and how we can better meet the needs of our students.

After careful review of data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified in Goal 4:
We do not provide college tours for all grade levels
We do not use student planners in middle school consistently in all middle school classrooms.
We have not done enough to prepare students for high school and college.
We have not done enough work around A-G requirements for graduation and acceptance to college.
We have not done enough parent outreach to make sure that parents are getting all of the correct information to make the best decisions for their students futures.

Input from Educational Partners

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, 2022-2023 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 2022-2023 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. the

The Thomas Edison teams also connected with and worked closely with the Equity Team and the Network Improvement Committee (NIC) to review data, set goals, gather data and evaluate the effectiveness of strategies and materials. This allowed us to gather input from sources outside of our school to help us improve our practices. By gathering data and input from groups who are not directly involved with our school we have been able to better identify areas of need and stay away from assumptions and misinformation. We will continue to work with these teams in the coming year hoping to better refine our work.

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 and handbook with important dates, times, and information.

We need to hold parent meetings throughout the year focused on providing parents with strategies to support their children's learning, college and career, 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 and other incentives 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

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

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.

We need to work more closely with our parents to make sure they understand clearly how to get their children through high school and into college.

We need to utilize Naviance or another platform to support high school 4 year plans and college and career objectives.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.8%	0.64%	0.86%	6	5	7
African American	12.9%	11.31%	11.76%	102	88	96
Asian	13.2%	11.44%	12.87%	104	89	105
Filipino	0.1%	%	0%	1		0
Hispanic/Latino	50.0%	51.67%	48.9%	394	402	399
Pacific Islander	0.6%	0.51%	0.49%	5	4	4
White	17.8%	19.15%	20.1%	140	149	164
Multiple/No Response	4.2%	5.27%	5.02%	33	41	41
Total Enrollment				788	778	816

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	128	116	132
Grade 1	108	108	98
Grade 2	100	92	107
Grade3	86	93	94
Grade 4	93	88	98
Grade 5	95	93	92
Grade 6	73	75	75
Grade 7	56	67	65
Grade 8	49	46	55
Total Enrollment	788	778	816

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	313	309	309	39.70%	39.7%	37.9%
Fluent English Proficient (FEP)	74	80	81	9.40%	10.3%	9.9%
Reclassified Fluent English Proficient (RFEP)	1			0.3%		

Thomas Edison Language Institute - 2022-2023 Grades TK-2 I-Ready/Text Level Grade Level Proficiency

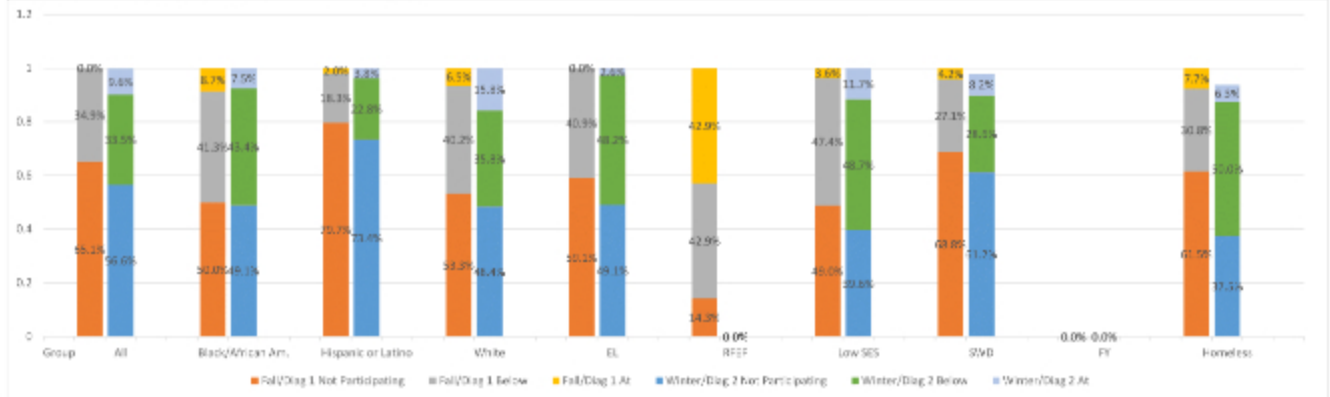
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	363	213	114	0	206	122	35			
Black/African Am.	53	23	19	4	26	23	4			
Hispanic or Latino	158	122	28	3	116	36	6			
White	95	49	37	5	46	34	15			
EL	114	65	45	0	56	55	3			
RFP	8	1	3	3	2	1	4			
Low SES	197	94	91	7	78	96	23			
SWD	49	33	13	2	30	14	4			
FY	2	1	1	0	1	1	0			
Homeless	16	8	4	1	6	8	1			

Thomas Edison Language Institute - 2022-2023 Grades TK-2 I-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	364	65.1%	34.9%	0.0%	56.6%	33.5%	9.6%			
Black/African Am.	53	50.0%	41.3%	8.7%	49.1%	43.4%	7.5%			
Hispanic or Latino	158	75.7%	18.3%	2.0%	73.4%	22.8%	3.8%			
White	95	53.3%	40.2%	5.5%	48.4%	35.8%	15.8%			
EL	114	55.1%	40.9%	0.0%	49.1%	48.2%	2.6%			
RFP	8	14.3%	42.9%	42.9%	25.0%	12.5%	50.0%			
Low SES	197	45.0%	47.4%	3.6%	39.6%	48.7%	11.7%			
SWD	49	68.8%	27.1%	4.2%	61.2%	28.5%	8.2%			
FY	2	50.0%	0.0%	0.0%	50.0%	50.0%	0.0%			
Homeless	16	61.5%	30.8%	7.7%	37.5%	50.0%	6.3%			

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

†Below = Approaching, One, or Two grade levels below standard



Thomas Edison Language Institute - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	27	24	0	0	27	0	0			
K	118	72	34	6	68	33	17			
1	106	61	35	5	53	48	5			
2	112	56	45	7	58	41	13			

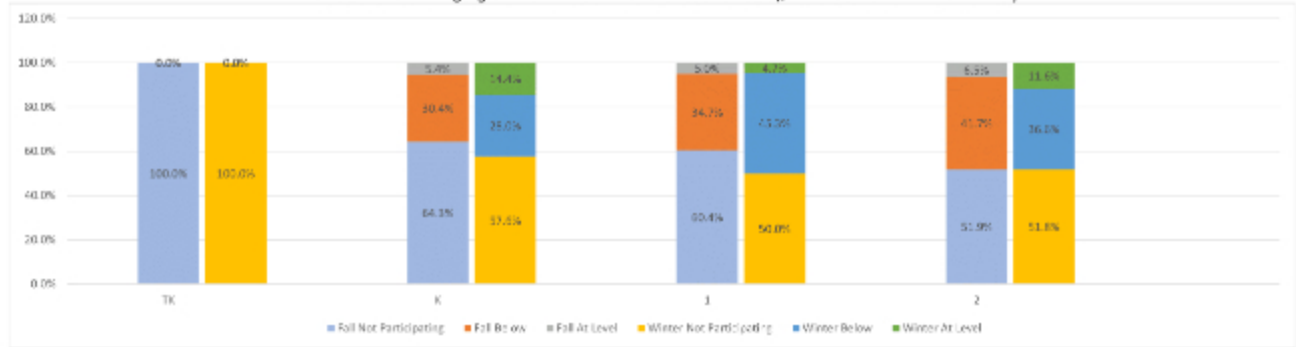
Thomas Edison Language Institute - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	27	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	118	64.3%	30.4%	5.4%	57.6%	28.0%	14.4%			
1	106	60.4%	34.7%	5.0%	50.0%	45.3%	4.7%			
2	112	51.9%	41.7%	6.5%	51.8%	36.6%	11.6%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard

Thomas Edison Language Institute - 2022-2023 Grades TK-2 i-Ready/Text Level Grade Level Proficiency



Thomas Edison Language Institute - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency

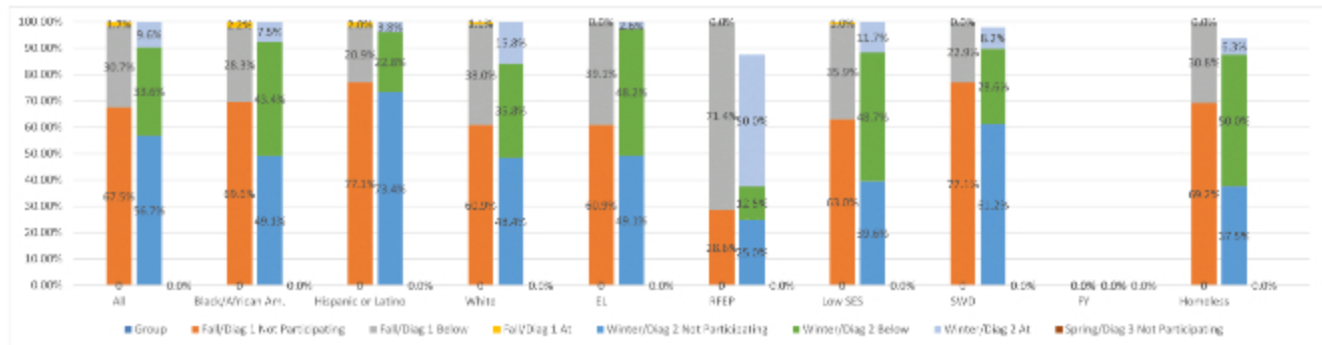
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
All	363	233	106	6	219	137	7			
Black/African Am.	53	32	13	1	39	13	1			
Hispanic or Latino	158	118	32	3	100	55	3			
White	95	56	35	1	52	41	2			
EL	114	67	43	0	61	53	0			
RFP	8	2	5	0	0	7	0			
Low SES	197	121	69	2	111	84	2			
SWD	49	37	11	0	34	14	0			
FY	2	1	1	0	1	1	0			
Homeless	16	9	4	0	8	7	0			

Thomas Edison Language Institute - 2022-2023 Grades TK-2 i-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		% Not Participating	% Below	% At	% Not Participating	% Below	% At	% Not Participating	% Below	% At
All	364	67.5%	30.7%	1.7%	60.2%	37.6%	1.9%			
Black/African Am.	53	68.6%	28.3%	2.2%	73.6%	24.5%	1.9%			
Hispanic or Latino	158	77.1%	20.9%	2.0%	63.3%	34.8%	1.9%			
White	95	60.9%	38.0%	1.1%	54.7%	43.2%	2.1%			
EL	114	60.9%	39.1%	0.0%	53.5%	46.5%	0.0%			
RFP	8	28.6%	71.4%	0.0%	0.0%	87.5%	0.0%			
Low SES	197	63.0%	35.9%	1.0%	56.3%	42.6%	1.0%			
SWD	49	77.1%	22.9%	0.0%	69.4%	28.6%	0.0%			
FY	2	50.0%	50.0%	0.0%	50.0%	50.0%	0.0%			
Homeless	16	65.2%	30.8%	0.0%	50.0%	43.8%	0.0%			

*Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Thomas Edison Language Institute - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency

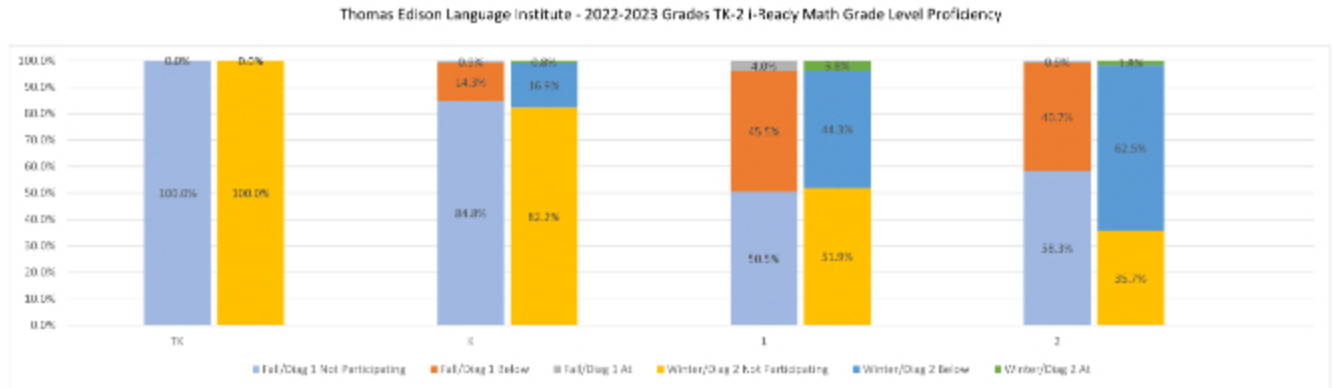
Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	27	24	0	0	27	0	0			
K	118	95	16	1	97	20	1			
1	106	51	46	4	55	47	4			
2	112	63	44	1	40	70	2			

Thomas Edison Language Institute - 2022-2023 Grades TK-2 I-Ready Math Grade Level Proficiency Percentage

Group	Total Enrollment	Fall 2022-2023/Diagnostic 1			Winter 2022-2023/Diagnostic 2			Spring 2022-2023/Diagnostic 3		
		Not Participating	Below	At	Not Participating	Below	At	Not Participating	Below	At
TK	27	100.0%	0.0%	0.0%	100.0%	0.0%	0.0%			
K	118	84.8%	14.3%	0.8%	82.2%	16.9%	0.8%			
1	106	50.5%	45.5%	4.0%	51.9%	44.3%	3.8%			
2	112	58.3%	40.7%	0.9%	35.7%	62.5%	1.8%			

*Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Approaching, One, or Two grade levels below standard



Conclusions based on this data:

1. In ELA Reading, 25% of students in grades TK-2 met or exceeded growth targets.
In ELA Reading, 25% of students in grades TK-2 were at or exceeding standards.
In ELA Reading, 25% of students in grades TK-2 met or exceeded growth targets.
In ELA Reading, 25% of students in grades TK-2 met or exceeded growth targets.

.
Based on this data there is a great deal of work to be done in all grades, however with so few students meeting or exceeding standards in reading and ELA., this will be a focus in the future. We did have the DI students 3rd through 8th grade take the MAP in Spanish. It would be very helpful to compare the scores to the English tests and the Spanish test. In the coming school year it will be imperative that we schedule and are committed to intervention and designated ELD in all classrooms.



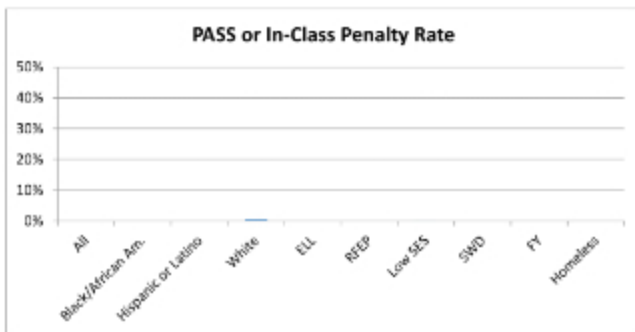
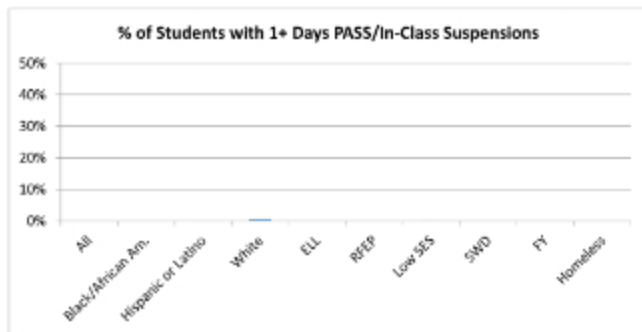
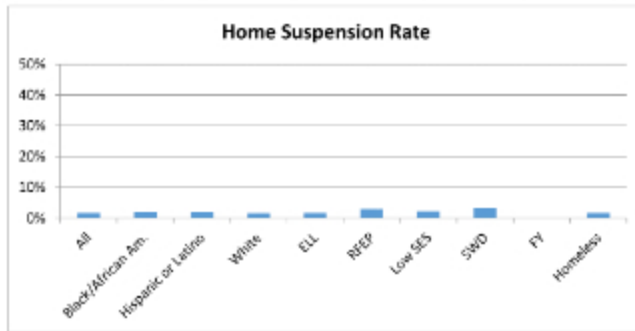
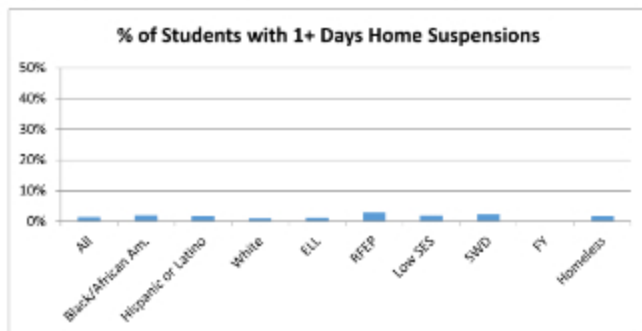
	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Caring Relationships						
Pct Strongly Agree/Agree						
A) School has a climate that is caring.	101	83.17%	157	50.96%	39	82.05%
B) There are students and staff on campus who listen to students when they have something to say.	100	82.00%	157	55.41%	39	89.74%
C) There is an adult from the school who checks on how students are doing.	101	63.37%	154	53.90%	39	97.44%
D) School has the materials, staff, programs, and supports needed to help all students do their best.	100	75.00%	155	57.42%	39	61.54%
E) Staff feels supported to do their job well in meeting the needs of all students.					39	69.23%
F) Staff feels part of an effective team.					39	76.92%
Family and Staff Engagement						
Pct Strongly Agree/Agree						
A) Staff at the school promptly responds to family phone calls, messages, or e-mails.	101	76.24%			39	80.74%
B) The school clearly outlines the family, student, and school responsibilities in educating each child.	101	79.21%			39	71.79%
C) The school offers families opportunities to be involved in school and classroom activities.	101	76.24%			39	74.36%
D) The school keeps families well-informed about school activities.	100	86.00%			39	84.62%
E) The staff at our school listens to family concerns about issues.	101	72.28%			39	76.92%
F) The staff at school are helpful and welcoming when families come to school or call.	101	82.18%			39	79.49%
G) The school and families are partners in promoting positive behavior for my student.	101	82.18%			39	64.10%
H) Families who speak a language other than English receive general information about our school in their home language.	100	89.00%			39	76.92%
I) Staff receive information about upcoming events and important information about the school.					39	94.87%
School Decision Making						
Pct Strongly Agree/Agree						
A) School seeks input when making important decisions.	101	65.35%	155	43.87%	39	69.23%
B) Important school decisions reflect diverse input.	101	62.38%	152	41.45%	39	53.85%
C) The school offers families opportunities to have a role in committees, PTA, SSC, ELAC, PTO, etc.	101	84.16%				
D) The principal and staff listen to concerns of other staff members about issues.					39	76.92%
E) Staff is welcome to attend meetings where discussions and decisions occur about school programs and funding.					39	69.23%
F) Staff is offered opportunities to have a role in leadership, committees, SSC, etc.					39	87.18%
G) Our school uses data from this survey to inform site decision making.					39	61.54%
H) Staff voice matters in decision making.					39	61.54%
Safety						
Pct Strongly Agree/Agree						
A) Concerns about student safety are taken seriously.	100	70.00%	154	55.84%	39	87.18%
B) Concerns about student safety are addressed in a timely manner at my school.	100	75.00%	153	52.94%	39	84.62%
C) My school is a safe place for all students.	99	78.79%	152	53.29%	38	78.95%
D) My school is a safe place for all staff.					39	82.05%
E) Students know what staff member to go to if they have a safety concern.	100	80.00%	153	50.98%	39	87.18%
F) Students know school safety protocols.	100	83.00%	151	66.23%	39	87.18%
G) I feel safe sharing different viewpoints and perspectives at my school.	100	71.00%	148	39.19%	38	65.79%
Sense of Belonging						
Pct Strongly Agree/Agree						
A) School staff respects student diversity.	100	85.00%	154	60.39%	39	76.92%
B) Adults at my school treat students respectfully.	100	83.00%	154	57.79%	38	73.68%
C) Students are respectful to each other at school.	100	61.00%	151	32.45%	39	46.15%
D) Students have opportunities to socialize with other students often at school.	100	89.00%	151	53.64%	39	69.23%
E) Students have an adult on campus they trust.	100	87.00%	154	66.88%	39	84.62%
F) Students trust other students at school.	100	78.00%	150	78.67%	39	71.79%
G) Curriculum reflects diverse racial, ethnic, cultural, and identity perspectives.	100	81.00%	151	55.63%	39	51.28%
H) School staff reflects student diversity.	99	84.85%	153	47.06%	39	30.77%
Academic Progress						
Pct Strongly Agree/Agree						
A) Families and students understand how assignments and tests are graded.	100	83.00%	156	69.87%	39	58.97%
B) Questions and concerns about schoolwork are addressed.	100	90.00%	154	61.04%	39	87.18%
C) Student grades reflect their knowledge of the material.	100	87.00%	154	54.55%	39	74.36%
D) Adults at my school believe all students can be successful.	100	92.00%	154	67.53%	39	76.92%
E) Students feel comfortable and unjudged to ask their teacher for help.	100	86.00%	154	53.90%	39	92.31%
F) Teachers provide opportunities for students to participate in classroom discussions or activities.	100	88.00%	155	66.45%	38	84.21%
G) Teachers at my school go out of their way to help all students.	100	79.00%	153	50.98%	39	74.36%
H) Students receive timely and regular feedback on their learning.	100	82.00%	150	52.00%	39	94.87%
I) Staff at my school provides resources or ideas that help families support their students at home.	100	80.00%			39	89.74%
High Expectations						
Pct Strongly Agree/Agree						
A) Students are challenged academically at school.	100	60.00%	153	51.63%	38	71.05%
B) School recognizes and celebrates the academic success of all students.	99	77.78%	156	47.44%	39	51.28%
C) Adults on campus motivate students to do their best.	100	80.00%	156	65.38%	39	76.92%
D) School provides additional academic support when students are struggling.	100	70.00%	154	50.00%	39	84.62%

	Parent		Student (gr. 4-12)		Staff	
	N	Pct	N	Pct	N	Pct
Student Engagement						
A) Students are interested in what they are learning.	99	87.88%	154	46.75%	39	71.79%
B) Students have access to classes and activities that meet their interests and talents.	99	82.83%	154	51.95%	39	64.10%
C) Students understand how to complete their schoolwork.	98	87.76%	153	69.28%	39	69.23%
D) Students complete assignments on time.	97	87.63%	153	54.25%	39	69.23%
E) Students are motivated to do their schoolwork.	98	83.67%	152	44.74%	39	66.67%
College and Career Readiness						
A) Students are encouraged to take the required courses needed to be prepared for college and career.	92	53.26%	155	56.77%	39	46.15%
B) Students and families know what classes they will have to take and pass to graduate from high school.	91	52.75%	153	54.25%	39	15.38%
C) Students are interested in attending college, joining the military, or entering the workforce after high school.	91	60.44%	155	56.13%	39	33.33%
D) School offers college and career programs.	89	25.96%	154	37.01%	39	15.38%
E) Students participate in programs to learn about different jobs, careers, and colleges.	89	31.46%	153	37.25%	38	15.79%
F) Students are prepared for the next step of their educational experience.	91	63.74%	153	54.90%	38	36.84%
G) Staff are optimistic about the future of their career in San Juan Unified.					38	81.58%
H) There are equitable opportunities for advancement in the district.					39	61.54%
Customer Satisfaction						
A) I would recommend my school to other families.	97	81.44%	156	46.79%	39	79.49%
B) San Juan Unified School District is a district that I would recommend to other families.	98	84.69%	157	62.42%	39	89.74%

Thomas Edison Language Institute 2022-2023 Suspension Data

Date Range: 8/11/2022 to 1/9/2023

Groups	Enrollment	Home Suspensions					PASS or In-Class Suspension Penalties			
		1+ Days Susp	% 1+ Days Susp	Days Lost to Susp	# Incidents	Suspension Rate	1+ Days Susp	% 1+ Days Susp	# Penalties	Penalty Rate
All	882	13	1.47%	26	15	1.70%	1	0.11%	1	0.11%
Black/African Am.	141	3	2.13%	3	3	2.13%	0	0.00%	0	0.00%
Hispanic or Latino	414	7	1.69%	14	8	1.93%	0	0.00%	0	0.00%
White	191	2	1.05%	8	3	1.57%	1	0.52%	1	0.52%
ELL	290	4	1.38%	13	5	1.72%	0	0.00%	0	0.00%
RFEP	101	3	2.97%	5	3	2.97%	0	0.00%	0	0.00%
Low SES	531	10	1.88%	23	12	2.26%	1	0.19%	1	0.19%
SWD	129	3	2.33%	5	4	3.10%	0	0.00%	0	0.00%
FY	1	-	0.00%	-	-	0.00%	0	0.00%	0	0.00%
Homeless	57	1	1.75%	1	1	1.75%	0	0.00%	0	0.00%



* Low SES: Low SES includes low income students and students whose parents have not completed high school.

** SWD (Student with Disability): SWD includes any student with an active IEP, including SDC, RSP and DIS.

Thomas Edison Language Institute - I-Ready Diagnostic 2 ELA Proficiency Level by Group

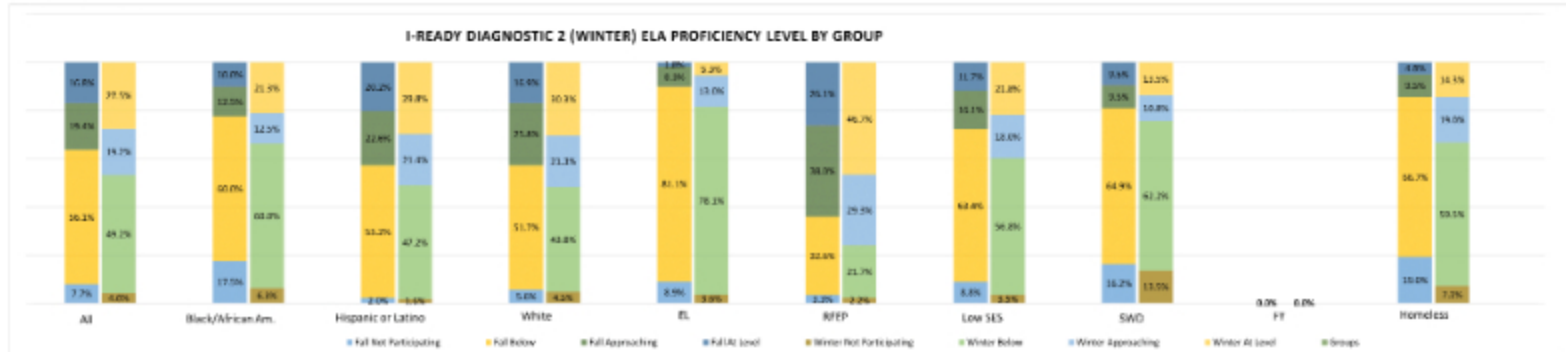
Group	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	494	38	277	95	83	20	243	95	136				
Black/African Am.	80	14	48	10	8	5	48	10	17				
Hispanic or Latina	248	5	137	56	50	4	117	53	74				
White	89	5	45	23	15	4	39	19	27				
EL	169	15	127	14	3	6	132	22	9				
FFEP	92	3	30	35	24	2	20	27	43				
Low SES	317	28	203	51	37	11	180	57	68				
SWD	74	12	48	7	7	10	46	8	10				
FY	0	0	0	0	0	0	0	0	0				
Homeless	42	8	28	4	2	3	25	8	6				

Group	Fall/Diagnostic 1 -Ready Grade Level Placement				Winter/Diagnostic 2 -Ready Grade Level Placement				Spring/Diagnostic 3 -Ready Grade Level Placement				
	Total Enrolled	Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	494	7.7%	56.1%	39.4%	36.8%	4.0%	49.2%	39.2%	27.5%				
Black/African Am.	80	17.5%	60.0%	32.5%	10.0%	6.3%	60.0%	32.5%	21.3%				
Hispanic or Latina	248	2.0%	55.2%	22.6%	20.2%	1.6%	47.2%	23.4%	29.8%				
White	89	5.6%	51.7%	25.8%	36.9%	4.5%	45.8%	23.8%	30.8%				
EL	169	8.9%	81.1%	8.3%	1.8%	3.6%	78.1%	13.0%	5.3%				
FFEP	92	3.3%	32.6%	38.0%	36.1%	2.2%	21.7%	29.3%	46.7%				
Low SES	317	8.8%	63.4%	36.1%	31.7%	3.5%	56.8%	38.0%	21.8%				
SWD	74	16.2%	64.9%	9.5%	9.5%	13.5%	62.2%	30.8%	15.5%				
FY	0												
Homeless	42	19.0%	66.7%	9.5%	4.8%	7.1%	59.5%	39.0%	14.3%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Thomas Edison Language Institute - i-Ready Diagnostic 2 ELA Proficiency Grade Level Placement by Grade

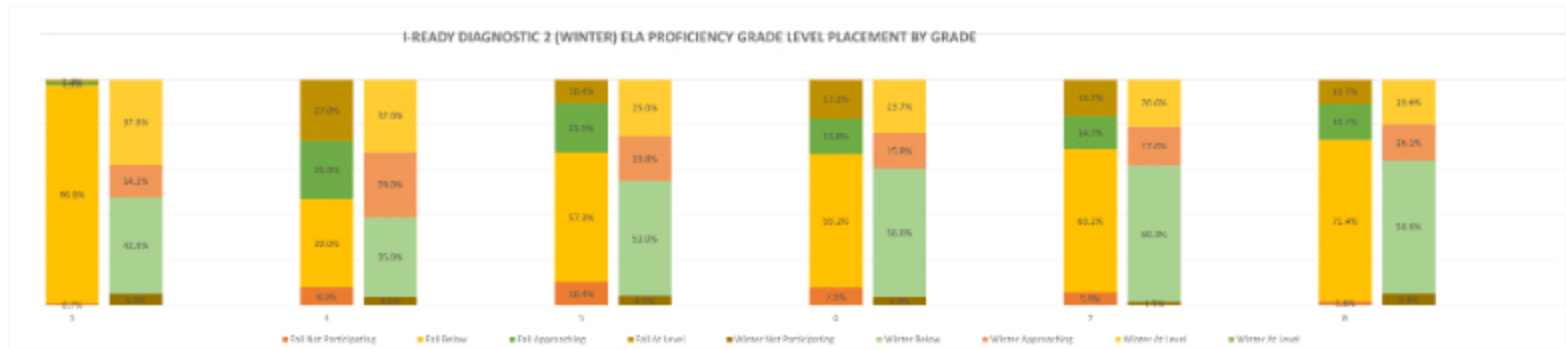
Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	98	9	55	18	36	5	42	14	37				
4	100	8	39	29	27	4	35	29	32				
5	96	30	55	21	30	4	49	19	24				
6	76	6	45	12	33	3	43	12	38				
7	68	4	43	10	33	3	43	12	34				
8	56	1	40	9	6	3	33	9	13				

Grade	Total Enrolled	Fall/Diagnostic 1 i-Ready Grade Level Placement				Winter/Diagnostic 2 i-Ready Grade Level Placement				Spring/Diagnostic 3 i-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	98	9.2%	56.1%	18.4%	16.3%	5.1%	42.9%	14.3%	37.8%				
4	100	8.0%	39.0%	29.0%	27.0%	4.0%	35.0%	29.0%	32.0%				
5	96	10.4%	57.3%	21.9%	10.4%	4.2%	51.0%	20.8%	25.0%				
6	76	7.9%	59.2%	15.8%	17.1%	3.9%	56.6%	15.8%	23.7%				
7	68	5.9%	63.2%	14.7%	16.2%	4.5%	60.3%	17.6%	20.6%				
8	56	1.8%	71.4%	16.1%	10.7%	5.4%	58.9%	16.1%	19.6%				

Enrollment numbers based on last day of most recent i-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Thomas Edison Language Institute - I-Ready Diagnostic 2 Math Proficiency Level by Group

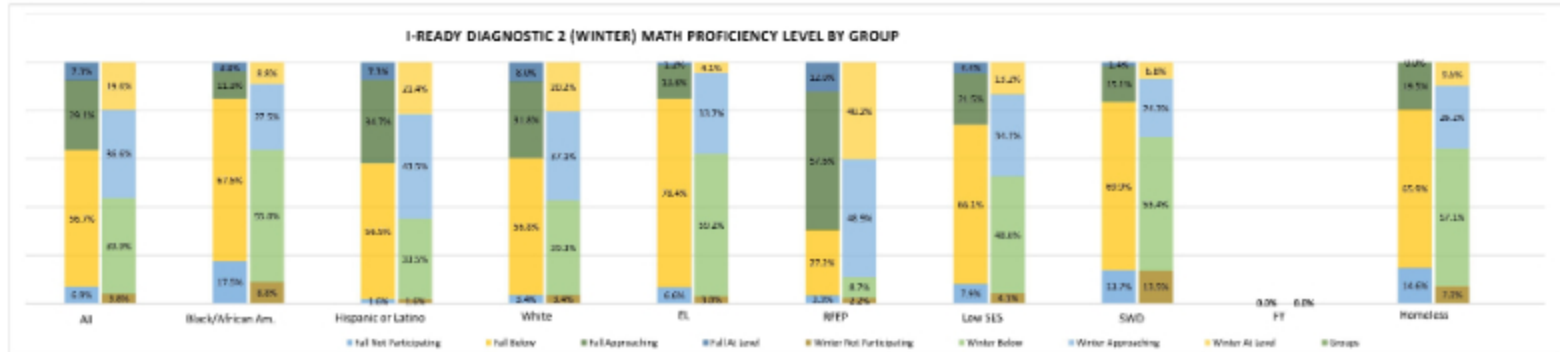
Group	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	494	34	279	143	36	19	197	181	97				
Black/African Am.	80	34	54	9	3	7	44	22	7				
Hispanic or Latino	248	4	140	85	18	4	83	108	53				
White	89	3	53	28	7	3	35	33	18				
EL	169	11	121	23	2	5	100	57	7				
FFEP	92	3	25	53	11	2	8	45	17				
Low SES	317	25	209	68	14	13	154	108	42				
SWD	74	30	51	11	1	10	41	18	5				
FY	0	0	0	0	0	0	0	0	0				
Homeless	42	6	27	8	0	3	24	11	4				

Group	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
All	494	6.9%	56.7%	29.1%	7.3%	3.8%	39.9%	36.6%	19.6%				
Black/African Am.	80	17.5%	67.5%	11.3%	3.8%	8.8%	55.0%	27.5%	8.8%				
Hispanic or Latino	248	1.6%	56.5%	34.7%	7.8%	1.6%	33.5%	48.5%	21.4%				
White	89	3.4%	58.8%	31.8%	8.0%	3.4%	39.4%	37.1%	20.2%				
EL	169	6.4%	75.4%	15.8%	1.2%	3.0%	59.2%	53.7%	4.1%				
FFEP	92	3.3%	27.2%	57.8%	12.0%	2.2%	8.7%	48.9%	40.2%				
Low SES	317	7.9%	66.1%	21.5%	4.0%	4.1%	48.6%	34.1%	13.7%				
SWD	74	13.7%	69.9%	15.1%	1.0%	13.5%	55.4%	24.3%	6.8%				
FY	0												
Homeless	42	14.3%	64.3%	19.0%	0.0%	7.1%	57.1%	26.2%	9.5%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below - Two grade levels or more below standard

**Approaching - One grade level below standard



Thomas Edison Language Institute - I-Ready Diagnostic 2 Math Proficiency Grade Level Placement by Grade

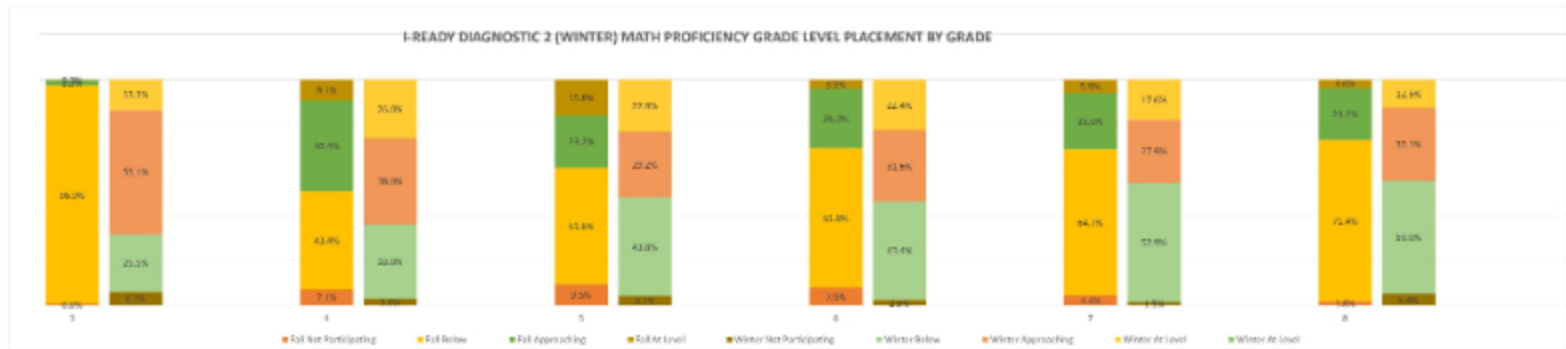
Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	Fall At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	98	8	38	31	5	6	23	34	13				
4	100	7	43	40	9	3	33	38	26				
5	96	9	43	22	15	4	42	28	22				
6	76	6	47	20	3	2	33	24	17				
7	68	3	44	17	4	3	36	19	12				
8	56	1	43	13	2	3	28	18	7				

Grade	Total Enrolled	Fall/Diagnostic 1 I-Ready Grade Level Placement				Winter/Diagnostic 2 I-Ready Grade Level Placement				Spring/Diagnostic 3 I-Ready Grade Level Placement			
		Fall Not Participating	Fall Below*	Fall Approaching**	At Grade Level	Winter Not Participating	Winter Below*	Winter Approaching**	Winter At Grade Level	Spring Not Participating	Spring Below*	Spring Approaching**	Spring At Grade Level
3	98	8.2%	37.8%	31.6%	3.1%	6.1%	23.5%	34.7%	13.3%				
4	100	7.1%	43.4%	40.4%	9.1%	3.0%	33.0%	38.0%	26.0%				
5	96	9.5%	44.8%	23.0%	15.8%	4.2%	43.8%	29.2%	22.9%				
6	76	7.9%	61.8%	26.3%	3.9%	2.6%	43.4%	31.6%	22.4%				
7	68	4.4%	64.7%	25.0%	5.9%	4.4%	52.9%	27.9%	17.6%				
8	56	1.8%	77.1%	23.2%	3.6%	5.4%	50.0%	32.1%	12.5%				

Enrollment numbers based on last day of most recent I-Ready diagnostic window.

*Below = Two grade levels or more below standard

**Approaching = One grade level below standard



Conclusions based on this data:

1. Conclusions based on iReady Math data:

We found that 13.6% of all students were at or above grade level proficiency.

We found that 8.9% of Low Socio-Economic students were at or above grade level up from 3.2%.

We found that 4% of English Language Learners were at or above grade level proficiency up from .04%.

Conclusions based on iReady ELA data:

We found that 13.4% of all students were at or above grade level proficiency.

We found that 15.3% of Low Socio-Economic students were at or above grade level up from 7.7%.

We found that 7.3% of English Language Learners were at or above grade level proficiency up from 4%.

We have a large number of ELL's and RFEPs at Edison, as well as low overall ELA and reading scores. Next school year it will be critical that we implement, with fidelity, a comprehensive intervention period throughout all grade levels. We must also focus on designated ELD in all classrooms with fidelity to start to impact our student outcomes as measure by MAP. We also need to provide better assessment tools, and intervention materials. We need to provide training for our staff and time for them to use data to drive their instruction.

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: 2022-23

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.

This school year we brought in a retired Community Engagement and Intervention Specialist to support our school and community in an effort to increase attendance and decrease barriers for families. We worked with our part time MTSS Social Worker to support families who were struggling or needed resources and we had our 2 School Counselors working with students and families to connect to mental health resources. We met monthly with our attendance support person and had our CEIS and MTSS staff call, do home visits and support families who were struggling with attendance or academically. We utilized our school Home Groups to surface problems and to find solutions that would better help us support all students. We did equity training to address our ATSI students populations that were not being as successful as we know they can be here at Edison. We then implemented family nights,

and family events that could help us to better connect. We supported teachers use of apps and programs (Class Dojo and the Remind app) to help us better connect and communicate with all families. We also worked closely with our PTA to make sure that all families had access to PTA events and meetings.

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 in person 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 have volunteers back on campus next year to support in classrooms. We also realized that monthly attendance meetings do not meet the needs of our staff, students or families so we will now meet weekly during intervention and do bi weekly attendance meetings with our district support person. We will also do attendance blitz's at the start of school and after every break to encourage and reward positive student attendance. We had a lot of success with getting students to school after doing a home visit. Admin and CEIS will continue to do home visits for students who are not attending and whose parents do not respond when we reach out to them. We will also have teachers utilize their classroom messaging to reach out to parents who don't respond to us. We had three SPED students who had unmanaged anxiety and who did not attend school regularly due to their mental health. Their attendance was unexcused after 10 days so while we attempted to get them support and appropriate placements their lack of attendance did impact our overall attendance rates. We are working with our SPED team and Program Specialist to get better supports and placements for students who have SPED needs that require more than part time Resource help.

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. We have increased our focus on attendance and we will do more to positively reward attendance. We will continue to work with our CEIS, Counselors, and Social Worker to increase parent communication and support, especially for our ATSI subgroups. We will continue to work with SPED to get students the support they need through their IEP. We will utilize STORM, a community partner, to build relationships with identified student and families. We will utilize positive incentive and support to increase student attendance and engagement. We have met with our Attendance support person from the district and we will be meeting weekly to look at student data and to provide extra support (Social Worker connection, STORM mentory, CEIS connection and home visit, positive incentives for positive attendance, and stronger student engagement academically).

2022-23

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 2022-23	Expected Outcome 2023-24
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
Q Attendance Data--Overall percentage of student attendance	90.6% positive attendance for the year	95% positive attendance for the year

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 and Safety Hire and purchase Materials to support instruction and learning environment:	X All Students English Learners Low-Income Students Foster Youth Other	Administration Liaisons Campus Monitor Community Worker	Title I Part A Parent Involvement 4000-4999: Books And Supplies Title I Part A Site Allocation	5,092 1,057 531	School year 2023 - 2024

	<ul style="list-style-type: none"> • Cultural celebrations • Sami's Circuit • School Community Worker • Field Trips • Supplies for families and family events • Family Forums 			2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 4000-4999: Books And Supplies		
1.2	Provide opportunities for parents to participate and offer voice through community outreach, family events and trainings.	X All Students English Learners Low-Income Students Foster Youth Other	Administration Liaisons Campus Monitor Community Worker	Title I Part A Parent Involvement 5000-5999: Services And Other Operating Expenditures	2458	School year 2023 - 2024

1.3	Student Engagement with STORM supporting students	All Students X English Learners X Low-Income Students Foster Youth X Other Students with SEL needs, Homeless, AA	Administration Community Worker Counselors	Title I Part A Site Allocation	1,000	School year 2023-2024
1.4		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: 2022-23

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. We utilized data from listening circles with students and staff. We utilized parent input from ELAC, Monthly parent meetings, surveys and PTA meetings. We utilized multiple academic data sources including, CASSPP, ELPAC, iReady, summative assessments and intervention groups data and assessments. We also utilized district attendance data to try to support our students who were struggling and/or missing a lot of school. We utilized and analyzed suspension data and looked at our special needs students growth utilizing multiple measures.

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 steps. We also utilized student voice to help our staff see that we have equity needs that our students eloquently were able to share. Our intervention schedule did not work for all grade levels. ELD groups were canceled for 8 weeks while we completed ELPAC. We didn't see the growth we expected for our most marginalized learners and we saw students with poor attendance failing. We also saw a lack of engagement in academics, especially among our African American students and special education students. We also noted that in all subgroups identified in our ATSI work struggled in ELA.

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 of 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 have reworked our intervention schedule to provide 8 groups a day so that kinder students will have a dedicated intervention period that does not interfere with core instruction. We have purchased more classroom support materials to allow teachers to support students in the classroom as well as in intervention. We will be working with Ghouldy Mohammad to support our student engagement by doing lesson studies to increase engagement and student academics. We will be working with STORM, a community partner, to provide mentors for students who are failing and who have a history of suspensions and/or lack of academic progress. We are also doing deescalation training in an effort to help staff avoid increasing student behaviors. We are also working to build stronger staff/parent relationships for students who have a history of suspensions or may need more support. We will have our attendance support person attend our weekly intervention meetings to support students who are struggling with attendance, due to suspensions or other issues, so that we can interrupt the cycle of being out of school to help prevent student behaviors from escalating. We are focusing on writing as an entire school so that every teacher has time to utilize data and work samples to see student growth. We are also working on finding engaging materials, books and realia to support student learning. We are also creating a Makerspace, for hands on STEM work in an effort to get students more engaged. We will also monitor student attendance weekly and have our attendance support person attend weekly intervention meetings to help support students and families who are struggling to attend regularly.

2022-23

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 2022-23	Expected Outcome 2023-24
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"> PBIS - -- Research and purchase research based student 	<ul style="list-style-type: none"> X All Students English Learners Low-Income Students Foster Youth Other 	<ul style="list-style-type: none"> Administration Leadership Team PBIS Team Middle School 	<ul style="list-style-type: none"> LCFF Supplemental Site Allocation 4000-4999: Books And Supplies 	<ul style="list-style-type: none"> 10,000 2500 	School year 2023-2024

nt incentives (Character trait awards and assemblies, enrichment activities, educational field trips, etc.)

- Release days for PBIS to attend trainings
- Purchase behavior technology (SWIS, Behavior softwa

ol Team

- All Teachers

	<p>re, ect)</p> <ul style="list-style-type: none"> • Purchase rewards 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 3000-3999: Employee Benefits	48721 17,888	School year 2023-2024
2.3	Provide additional clerk time to support DI program needs	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplement	8,561 3,751	School year 2023-2024

				tal Site Allocation 3000-3999: Employee Benefits		
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 . Materials and training for site Equity Team and Data Days and Stipends	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,666	School year 2023-2024
2.5	Make supplies available to support Student Leadership, elective classes and extra curricular activities	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 Title I Part A Site Allocation	2,000 500	School year 2023-2024

				4000-4999: Books And Supplies		
2.6	Continue school sports programs for 3rd-8th grade and eSports	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 2023-2024
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) 2000-2999: Classified Personnel Salaries	10,412	School year 2023-2024
2.8	Utilize LCCF funding to provide safe,	All Students X English Learners X Low-Income Students	Staff Principal, Counselors,	LCFF Supplemental	26,854 21,668	School year 2023-2024

	<p>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>X Foster Youth Other</p>	<p>Leadership Teachers</p>	<p>tal Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits</p>		
2.9	<p>Provide extra curricular activities to engage students.....BSU, Drama/plays, Groups, Pride Pack to purchase staff time, materials and t-shirts</p>	<p>All Students English Learners Low-Income Students Foster Youth X Other AA/Black</p>	<p>Staff Administration Support Staff</p>	<p>Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries LCFF Supplemental Site Allocation</p>	<p>200 2500</p>	<p>School year 2023-2024</p>

2.10	Technology to support classrooms and student learning including COWs, Chromebooks, iPads, and technology to support classroom instruction	X All Students English Learners Low-Income Students Foster Youth Other	Staff Administration	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation	1000 468	School year 2023-2024

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: 2022-23

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, including but not limited to CASSPP, ELPAC, iReay, summative data, intervention assessment data, attendance data and SWIS data. We also utilized data from student listening circles, staff feedback from Home Groups, and parent input from ELAC, SSC and monthly parent meetings.

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

We realized that 6-8 week intervention cycles were too short. We realized that students who did not attend regularly had lower academic scores. Kindergarten did not have a dedicated intervention time. ELPAC took 8 weeks to complete and ELD small groups were interrupted and learning was slowed. Students who needed extra connection were not getting it and we were seeing them being suspended and out of class more than they should be. We saw that students were not deeply engaged in the core classroom work. Bi-weekly attendance meetings were not helping students attend more.

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 added STORM, a community partner to increase connection between at risk students and their families. We will have mentors on campus 3-5 days a week to mentor students, in particular, at risk African American, special ed, low income, homeless and EL students. We have reworked our intervention team to include our district attendance support to address problem attendance weekly instead of bi-weekly. We are working with Ghouldy Mohammad to increase our student academic engagement by helping us to write and execute more engaging lessons specifically focused on our African American, special ed and EL students to increase their success in the classroom.

2022-23

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 2022-23	Expected Outcome 2023-24
CAASPP ELA	25.22%	35% at or above
CAASPP Math	15.55%	30% at or above
K-2 Text Level	10.8%	25% at or above
ELPAC	66.8% making growth towards English language proficiency	75% making growth towards English language proficiency
iReady overall placement data ELA	29% at or above grade level	45% at or above grade level
iReady overall placement data Math	19% at or above grade level	30% at or above grade level

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
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3.1	Provide teacher release days for data days, conferences, planning & implementation of engaging English Language Arts (ELA.) instruction. Provide teacher release days and conferences for math and science to enhance instructional strategies to increase outcomes for targeted students.	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team Teachers Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	257	School year 2023 - 2024
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	1,000	School year 2023 - 2024

3.3	Provide supplemental DI/EI assessment release time for teachers.	X All Students English Learners Low-Income Students Foster Youth Other	Staff Administration	Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries	824	School year 2023 - 2024
3.4	Provide supplemental staff to support improved student outcomes. .5 School Community Intervention Specialist	X All Students English Learners Low-Income Students Foster Youth Other	Staff Administration	Other 0001-0999: Unrestricted: Locally Defined Title I Part A Site Allocation 2000-2999: Classified Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	12000 31554 28810	School year 2023 - 2024
3.5	Materials and GLAD Training to support our EL learners	All Students X English Learners Low-Income Students Foster Youth Other	Teachers Administration	Title I Part A Site Allocation 4000-4999: Books And Supplies	1000	School year 2023-2024

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 X Low-Income Students Foster Youth X Other Struggling Math Students	Administration	LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries	17063	School year 2023 - 2024
3.8	Provide 3.0 FTE ELD Teachers to support English learners with language acquisition.	All Students X English Learners X Low-Income Students Foster Youth Other	ELD Teachers Administration	LCFF Supplemental English Learner Central 1000-1999: Certificated Personnel Salaries	374903	School year 2023 - 2024

3.9	Provide Bilingual Instructional Aides to support English learners with language acquisition.(BIA /IA). 2.625 FTE	All Students X English Learners X Low-Income Students Foster Youth Other	ELD Team Administration	LCFF Supplemental English Learner Central 2000-2999: Classified Personnel Salaries	139931	School year 2023 - 2024
3.10	Provide 2 FTE additional intervention teachers to promote equitable academic outcomes among student groups, lessen learning loss due to distance learning.	X All Students English Learners Low-Income Students Foster Youth Other	site administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	166,677 64,374	School year 2023 - 2024
3.11	Provide a Counselors to assist students academically and socio-emotionally. 1.5 FTE (Partially funded)	X All Students English Learners Low-Income Students Foster Youth Other	Counselor Administration	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	63244 16218 24,409	School year 2023 - 2024

	centrally - Goal 1)			Title I Part A Site Allocation 3000-3999: Employee Benefits LCFF Supplemental Centralized Services (District Only) 1000-1999: Certificated Personnel Salaries		
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	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	2264 783	School year 2023 - 2024

	\$8,000 for middle grades)					
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	136197	School year 2023 - 2024
3.15	Positive Behavior Intervention and Support (PBIS) training to encourage behavior that allows students to learn. Provide positive reinforcements for attendance improvement. (LCFF) Includes consulting fees, materials and	X All Students English Learners Low-Income Students Foster Youth Other	Administration, DI Interventionists, Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies Title I Part A Site Allocation	5948 500	School year 2023 - 2024

	technology, STORM					
3.16	Materials and supplies to support the technology class and morning videotaped announcements	X All Students English Learners Low-Income Students Foster Youth Other	Administration Technology Teacher Teachers	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	4000	School year 2023 - 2024
3.17	Provide opportunities for professional development, conferences and supplemental support for Dual Immersion Program	X All Students English Learners Low-Income Students Foster Youth Other	Administration, Teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	500	School year 2023 - 2024
3.18	Provide DI Intervention 1.0 FTE	X 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	60,924 16,465	School year 2023 - 2024

				3000-3999: Employee Benefits		
3.19	Provide an intervention teacher to increase capacity around effective instructional strategies.	X 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	72,419 28,034	School year 2023 - 2024

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: 2022-23

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. We started an AVID elective. We had our counselor go into all middle school classrooms to do Naviance lessons monthly. We did a high school career day at the Citrus Heights community center with all nine of our high schools to students and parents can see the programs each school offers. We also utilized our parent survey data, ELAC and SSC feedback and listening circles with students to help us determine that our information is not supporting them as much we want it to. We realize that meeting 2 times a year is not enough and we need more frequent parent meetings specifically around high school and A-G.

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 had a Project Optimism Leadership Academy with an emphasis on high school and college graduation. We did a schoolwide career day and brought in community members to talk about their careers. This was done virtually and we realized that students didn't connect the way they have in the past when this was done in person. We went into classrooms and did presentations and provided materials and supports. Students needed more time and experience with A-G requirements and high school and college expectations.

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 STORM to provide mentors to help our students connect with students who are currently in high school and college and to mentor them while connecting with their families to get extra support. This will give our students another person to connect with and get information from. We will do a lot more to connect with and provide information to our families. We will continue to do our presentation for high school, college and career and we will have parent meetings starting in 5th grade to build knowledge and help in the planning process for high school, college and career.

2022-23

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: more high school and college visits, more lessons on A-G requirements, more information about high schools and career paths delivered to parents and students and started as early as 5th grade, more AVID opportunities, STORM mentors and school counselors who support students and parents in successfully planning for their future high school, college and career.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
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

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
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, STORM	Improved student academic outcomes, increase by 10% on CASSPP scores overall

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 Teachers	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	30400	School year 2023 - 2024
4.2	Offer college and career information to families, utilizing district high school counselors, through a	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration School Counselors	Other	1800	School year 2023 - 2024

	dinner and drive in movie event. Plan and implement one college trip, as available. Grant funded.					
4.3	DI/EI Parent Engagement meetings and after school tutoring and parent meetings	All Students X English Learners X Low-Income Students Foster Youth X Other Academically struggling students	Site Administration Teachers School Counselors	Title I Part A Site Allocation	6500	School year 2023-2024

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.

Centralized Services

SCHOOL GOAL #1:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
startcollapse					
		startcollapse endcollapse			
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		startcollapse endcollapse			
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
		endcollapse			
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #2:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #3:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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SCHOOL GOAL #4:

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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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 Expenditure(s)			
		Description	Type	Funding Source (itemize for each source)	Estimated Cost
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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	\$1,491,825.00

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 (\$)
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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 (\$)
	\$2,500.00
LCFF Supplemental Centralized Services (District Only)	\$188,081.00
LCFF Supplemental English Learner Central	\$514,834.00
LCFF Supplemental Site Allocation	\$103,680.00
Other	\$13,800.00
Title I Part A Parent Involvement	\$7,550.00
Title I Part A Site Allocation	\$661,380.00

Subtotal of state or local funds included for this school: \$1,491,825.00

Total of federal, state, and/or local funds for this school: \$1,491,825.00

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	103,680	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	661,380	0.00
Title I Part A Parent Involvement	7,550	0.00

Expenditures by Funding Source

Funding Source	Amount
	2,500.00
LCFF Supplemental Centralized Services (District Only)	188,081.00
LCFF Supplemental English Learner Central	514,834.00
LCFF Supplemental Site Allocation	103,680.00
Other	13,800.00
Title I Part A Parent Involvement	7,550.00
Title I Part A Site Allocation	661,380.00

Expenditures by Budget Reference

Budget Reference	Amount
	12,300.00
0001-0999: Unrestricted: Locally Defined	12,000.00
1000-1999: Certificated Personnel Salaries	965,014.00
2000-2999: Classified Personnel Salaries	219,193.00
3000-3999: Employee Benefits	197,208.00
4000-4999: Books And Supplies	43,784.00
5000-5999: Services And Other Operating Expenditures	39,358.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		2,500.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	177,669.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Centralized Services (District Only)	10,412.00
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
	LCFF Supplemental Site Allocation	2,968.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	35,415.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	25,419.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	34,878.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	5,000.00
	Other	1,800.00
0001-0999: Unrestricted: Locally Defined	Other	12,000.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	5,092.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Parent Involvement	2,458.00
	Title I Part A Site Allocation	8,000.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	412,442.00
2000-2999: Classified Personnel Salaries	Title I Part A Site Allocation	33,435.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	171,789.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	3,814.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	31,900.00

Expenditures by Goal

Goal Number

Total Expenditures

Goal 1	10,138.00
Goal 2	172,689.00
Goal 3	1,270,298.00
Goal 4	38,700.00

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
Victoria Ciganda	Parent or Community Member
Lydia Smith	Classroom Teacher
Fay Grundel	Classroom Teacher
Stephanie Jones	Classroom Teacher
Ryan Gantenbein	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
Mokeisha Williams	Parent or Community Member
Daniel O'Connor	Parent or Community Member
Yayranex Cacho-Avala	Parent or Community Member
Lydia Smith	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 24th, 2023.

Attested:



Principal, Heidi Garner on May 24, 2023



SSC Chairperson, Mokeisha Williams on May 24, 2023

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

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

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Educational Partner Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

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

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

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

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

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

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency’s budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. 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.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA’s budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

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

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Educational Partner Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

Budget By Expenditures

Thomas Edison Language Institute

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,500.00	Healthy Environments for Socio-Emotional Growth	

Total Expenditures: \$2,500.00

Allocation Balance: \$0.00

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	\$10,412.00	Healthy Environments for Socio-Emotional Growth	
Employ a 1.0 FTE Administrative Instructional Support to improve student outcomes.	1000-1999: Certificated Personnel Salaries	\$136,197.00	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

Thomas Edison Language Institute

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	

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 **\$103,680.00 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	\$2,264.00	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	\$5,948.00	Engaging Academic Programs	
Includes consulting fees, materials and technology, STORM				
Materials and supplies to support the technology class and morning videotaped announcements	4000-4999: Books And Supplies	\$4,000.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	\$21,668.00	Healthy Environments for Socio-Emotional Growth	

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		\$2,500.00	Healthy Environments for Socio-Emotional Growth
		\$468.00	Healthy Environments for Socio-Emotional Growth
	3000-3999: Employee Benefits	\$3,751.00	Healthy Environments for Socio-Emotional Growth
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	\$26,854.00	Healthy Environments for Socio-Emotional Growth
Campus rep/monitor .875 FTE -PBIS ---Research and purchase research based student incentives (Character trait awards and assemblies, enrichment activities, educational field trips, etc.) - Release days for PBIS to attend trainings -Purchase behavior technology (SWIS, Behavior software, ect) -Purchase rewards for our PBIS Tiger Store Provide additional clerk time to support DI program needs	4000-4999: Books And Supplies	\$10,000.00	Healthy Environments for Socio-Emotional Growth
	2000-2999: Classified Personnel Salaries	\$8,561.00	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 and Stipends	4000-4999: Books And Supplies	\$10,666.00	Healthy Environments for Socio-Emotional Growth

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Make supplies available to support Student Leadership, elective classes and extra curricular activities	4000-4999: Books And Supplies	\$2,000.00	Healthy Environments for Socio-Emotional Growth
Continue school sports programs for 3rd-8th grade and eSports	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Healthy Environments for Socio-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$103,680.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide supplemental staff to support improved student outcomes.	0001-0999: Unrestricted: Locally Defined	\$12,000.00	Engaging Academic Programs	
.5 School Community Intervention Specialist Offer college and career information to families, utilizing district high school counselors, through a dinner and 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: \$13,800.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$7,550.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Thomas Edison Language Institute

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	\$5,092.00	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	\$2,458.00	Connected School Communities

Title I Part A Parent Involvement Total Expenditures: \$7,550.00

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

Funding Source: Title I Part A Site Allocation

\$661,380.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Student Engagement with STORM supporting students		\$1,000.00	Connected School Communities	
	2000-2999: Classified Personnel Salaries	\$1,057.00	Connected School Communities	
	4000-4999: Books And Supplies	\$531.00	Connected School Communities	
Utilize a .5 Counselor to support students in academic progress, assist with socio- emotional issues that may impede learning	1000-1999: Certificated Personnel Salaries	\$48,721.00	Healthy Environments for Socio-Emotional Growth	
	3000-3999: Employee Benefits	\$17,888.00	Healthy Environments for Socio-Emotional Growth	

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Provide extra curricular activities to engage students.....BSU, Drama/plays, Groups, Pride Pack to purchase staff time, materials and t-shirts	1000-1999: Certificated Personnel Salaries	\$200.00	Healthy Environments for Socio-Emotional Growth
Technology to support classrooms and student learning including COWs, Chromebooks, iPads,and technology to support classroom instruction	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Materials and GLAD Training to support our EL learners	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Growth
Provide teacher release days for data days, conferences, planning & implementation of engaging English Language Arts (ELA.) instruction.	1000-1999: Certificated Personnel Salaries	\$257.00	Engaging Academic Programs
Provide teacher release days and conferences for math and science to enhance instructional strategies to increase outcomes for targeted students.			
Purchase supplemental books and materials to support intervention, differentiation and engagement around literacy and math.	4000-4999: Books And Supplies	\$1,000.00	Engaging Academic Programs
Provide supplemental DI/EI assessment release time for teachers.	2000-2999: Classified Personnel Salaries	\$824.00	Engaging Academic Programs
Provide opportunities for professional development, conferences and supplemental support for Dual Immersion Program	5000-5999: Services And Other Operating Expenditures	\$500.00	Engaging Academic Programs
Provide DI Intervention 1.0 FTE	1000-1999: Certificated Personnel Salaries	\$60,924.00	Engaging Academic Programs
Provide an intervention teacher to increase capacity around effective instructional strategies.	1000-1999: Certificated Personnel Salaries	\$72,419.00	Engaging Academic Programs
	2000-2999: Classified Personnel Salaries	\$31,554.00	Engaging Academic Programs

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	3000-3999: Employee Benefits	\$64,374.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$16,218.00	Engaging Academic Programs
	4000-4999: Books And Supplies	\$783.00	Engaging Academic Programs
		\$500.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$16,465.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$28,034.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$28,810.00	Engaging Academic Programs
DI/EI Parent Engagement meetings and after school tutoring and parent meetings		\$6,500.00	Clear Pathways to Bright Futures
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	\$30,400.00	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	\$166,677.00	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	\$63,244.00	Engaging Academic Programs
Title I Part A Site Allocation Total Expenditures:		\$661,380.00	
Title I Part A Site Allocation Allocation Balance:		\$0.00	

Thomas Edison Language Institute

Thomas Edison Language Institute Total Expenditures: \$1,491,825.00