

School Year: **2024-25**



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, 2024	July 30, 2024

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 the School Plan for Student Achievement (SPSA) is to describe how a school plans to meet schoolwide program planning requirements pursuant to the Every Student Succeeds Act (ESSA), which includes Comprehensive Support and Improvement (CSI), Additional Targeted Support and Improvement (ATSI), and Targeted Support and Improvement (TSI).

Thomas Edison met the criteria for ATSI for the following indicators and/or student groups:

- Homeless for ELA, Math, and Suspension

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.

The SPSA is developed around three goals aligned to the State priority areas and the San Juan Unified Local Control and Accountability Plan (LCAP):

Goal 1: Student Achievement and Implementation of State Standards

Goal 2: Student Engagement and Course Access

Goal 3: School Conditions, Climate, and Family Engagement

Within each goal are actions that include programs, services, resources, and expenditures that meet state and federal requirements. Each action provides a description of how federal and state resources are allocated toward increasing and improving academic achievement, social-emotional outcomes, school culture and climate, and family involvement.

SPSA planning is guided by a continuous improvement process that includes cycles of action, reflection, and adjusting. This is done in collaboration with educational partners, which includes the School Site Council (SSC).

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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

Please refer to the School and Student Performance Data section where an analysis is provided.

Root Cause Analysis

Please refer to the School and Student Performance Data sections where a root cause analysis is provided.

Resource Inequities

Please refer to the School and Student Performance Data sections where resource inequities will be discussed.

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

Thomas Edison Language Institute has been working with all stakeholders throughout the year to gather input and data for our upcoming SPSA plan. We invited the FACE department to do listening circles with our students, with multiple groups and grade levels, to gather input regarding what students value, would like to see more of and what improvements we can make. We attended ELAC meetings with our ELD staff and parents to gather valuable insight into what they need or are concerned about at our school. We also did staff, student and parent surveys to gather invaluable data and insight into what our staff, students, and parents want and need from our school. We interviewed our support staff and met with them regularly to get their input into improvements we could make to better support them and our students. We hold monthly Home Groups during collaboration days to create small groups that all staff attend to give them a safe place to share concerns, needs, or positives so we have a monthly feedback loop for all staff to feel heard and seen. We do admin surveys every trimester to get feedback from our staff on our performance and anything we can do to better support our school and community. Finally, we trained our entire staff in the Unified Insights platform so they can look at data in all areas, academics, attendance, and behavior and gave our staff time to dive into their data not only for their students but for the school. We also regularly utilized the iReady program to provide comprehensive academic assessments so we can utilize that data in real time to support all learners. We attended Intervention Team Meetings throughout the year to get feedback and input from our support staff stakeholders. We have had consistent meetings with our district level Attendance Team and support staff to address attendance concerns. We partnered with Placer County Office of Education for our PBIS program and we have done six modules that include our student data and our staff input to help strengthen our positive behavior and social emotional support of all students.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.64%	0.86%	0.70%	5	7	6
African American	11.31%	11.76%	10.89%	88	96	94
Asian	11.44%	12.87%	14.25%	89	105	123
Filipino	%	0%	0.23%		0	2
Hispanic/Latino	51.67%	48.9%	48.20%	402	399	416
Pacific Islander	0.51%	0.49%	0.70%	4	4	6
White	19.15%	20.1%	18.77%	149	164	162
Multiple/No Response	5.27%	5.02%	6.26%	41	41	54
	Total Enrollment			778	816	863

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	116	132	108
Grade 1	108	98	108
Grade 2	92	107	102
Grade3	93	94	107
Grade 4	88	98	99
Grade 5	93	92	105
Grade 6	75	75	87
Grade 7	67	65	72
Grade 8	46	55	53
Total Enrollment	778	816	863

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	309	309	298	39.70%	39.7%	34.5%
Fluent English Proficient (FEP)	80	81	126	9.40%	10.3%	14.6%
Reclassified Fluent English Proficient (RFEP)				0.3%		

School and Student Performance Data

Student Population

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

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
816	71.4	37.9	0.2
Total Number of Students enrolled in Thomas Edison Language Institute K-8.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	309	37.9
Foster Youth	2	0.2
Homeless	49	6
Socioeconomically Disadvantaged	583	71.4
Students with Disabilities	94	11.5

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	96	11.8
American Indian	7	0.9
Asian	105	12.9
Hispanic	399	48.9
Two or More Races	41	5
Pacific Islander	4	0.5
White	164	20.1

School and Student Performance Data

Overall Performance

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



2023 Fall Dashboard Overall Performance for All Students

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

Conclusions based on this data:

1. We will continue to work on our suspension data by providing more support for our students social/emotional needs, restorative practices and alternative recess
2. We will focus on CCSS and Essential Standards and use data to drive our instruction

-
-
3. We will train our staff in Professional Learning Communities, Trauma Informed Care and AVID to support student learning

School and Student Performance Data

Academic Performance English Language Arts

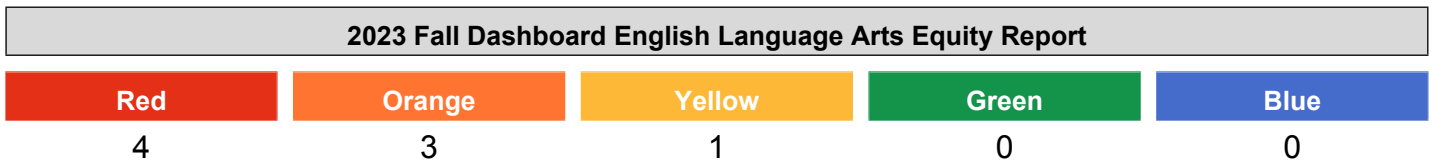
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This section provides number of student groups in each level.



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

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<p>All Students</p> <p>Orange</p> <p>66.1 points below standard</p> <p>Maintained -2.1 points</p> <p>443 Students</p>	<p>English Learners</p> <p>Red</p> <p>85.5 points below standard</p> <p>Decreased -4.2 points</p> <p>217 Students</p>	<p>Foster Youth</p> <p>No Performance Color</p> <p>0 Students</p>
<p>Homeless</p> <p>Red</p> <p>118.1 points below standard</p> <p>Decreased Significantly -31.2 points</p> <p>34 Students</p>	<p>Socioeconomically Disadvantaged</p> <p>Red</p> <p>80.5 points below standard</p> <p>Maintained +1.6 points</p> <p>351 Students</p>	<p>Students with Disabilities</p> <p>Orange</p> <p>121.1 points below standard</p> <p>Increased Significantly +31.5 points</p> <p>62 Students</p>

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 115.4 points below standard Decreased Significantly - 16.8 points 56 Students	Less than 11 Students 3 Students	 Orange 68.8 points below standard Maintained +2.9 points 57 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 56.9 points below standard Maintained -1.9 points 232 Students	51.5 points below standard Increased Significantly +23.2 points 21 Students	Less than 11 Students 3 Students	 Yellow 53.9 points below standard Increased +5.3 points 71 Students

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

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
141.6 points below standard Decreased Significantly -33.8 points 116 Students	20.9 points below standard Decreased Significantly -19.1 points 101 Students	58.8 points below standard Decreased -3.8 points 193 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scores 66.1 points below standard which was similar to the previous school year. There are four lowest performing student groups, English learners, Homeless, Socioeconomically Disadvantaged, and African Americans. English learners scored 85.5 points below standard which was a decrease from the previous school year. Homeless students scored significantly lower at 119.1 points below standard which was a significant decrease from the previous year. Socioeconomically disadvantaged students scored 80.5 points below standard which was similar to the previous year. African American students scored significantly lower at 115.4 points below standard which was a significant decrease from the previous year.

We need to do more to look at essential standards and develop strategies that we can use to implement culturally responsive strategies to engage all learners. We need to use our assessment data to ensure students are learning and growing academically. We also need to be more prescriptive in our intervention groups to see what support they need. We need to provide intervention and support to all students who need it without them missing core instruction. We also need to utilize pre and post assessment data after 10 to 12 weeks of a prescribed intervention that is standardized and proven to work when taught with fidelity.

We need to purchase and train our staff to use intervention materials that are designed to meet the needs of the children working with it and the teachers who are teaching it. We need to provide professional development for all staff so when we create our intervention groups we are thoughtfully addressing their biggest academic concerns. We need

to focus more on our students who are in the yellow and just need a little support to get to green. We have been focusing on our red students more than other groups.

School and Student Performance Data

Academic Performance Mathematics

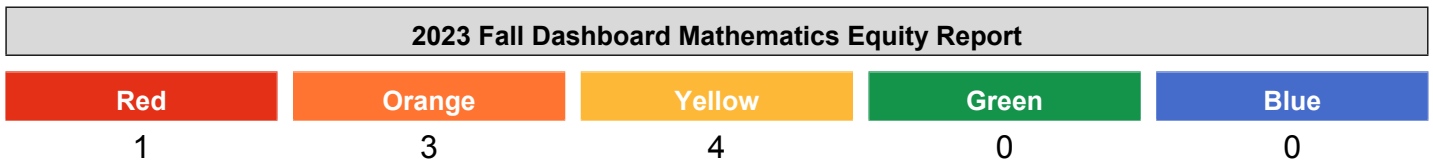
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	English Learners	Foster Youth
 Yellow 79.7 points below standard Increased +13.2 points 440 Students	 Yellow 90.6 points below standard Increased +12.8 points 217 Students	 No Performance Color 0 Students
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
 Red 128.8 points below standard Maintained +2.2 points 34 Students	 Yellow 94.6 points below standard Increased Significantly +17.9 points 349 Students	 Orange 142.1 points below standard Increased Significantly +29 points 62 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 144.6 points below standard Increased Significantly +16.2 points 55 Students	Less than 11 Students 3 Students	 Orange 82.6 points below standard Maintained +1.5 points 57 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 67.1 points below standard Increased +14.6 points 232 Students	106.1 points below standard Decreased Significantly - 15.8 points 23 Students	Less than 11 Students 3 Students	 Yellow 69.9 points below standard Increased +12.5 points 71 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
129.9 points below standard Decreased -4.7 points 116 Students	45.4 points below standard Decreased -7.2 points 101 Students	79.7 points below standard Increased +11.9 points 190 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

All students scored 79.7 points below standard which was an increase from the previous school year. Our African American students are in the orange but they made 16.2% growth, however, they are still significantly behind in math, 144.6 points below green. Our Asian students are in the orange but they did make 1.5% growth, however, they are still 82.6 points away from green. Our Hispanic students are yellow and they made 14.6% growth, however, they are still 67.1 points away from green. Our white students are in the yellow but they made 12.5% growth, however, they are still 69.9 points away from green.

We did focus on student data and giving students feedback regarding their scores and giving students opportunities to make up missed work. We also focused on kids being able to retake quizzes and tests, after they had relearned the concepts. We provided after school tutoring for most, but not all grade levels. We utilized Math Hoops to develop math skills after school. We also sent an Intervention teacher to Math Recovery training and she has been working with the staff to increase math support during whole group core instruction in math.

We need to provide strategic academic intervention for all of our students while still maintaining core instruction. We need to purchase more math intervention kits to help our intervention teachers provide specific, intensive instruction during Universal Access time. We need more professional development and we are examining the cost of hiring a math coach to come in and support teachers in their math instruction skills. We are also working with our district TOSA's to provide more math support and training for all staff.

School and Student Performance Data

Academic Performance English Learner Progress

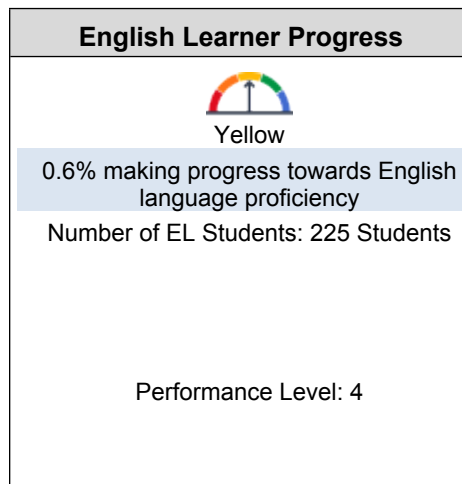
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This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e., levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
23	66	1	134

Lowest Performing Group:

Looking at your ELPI groups, where did you see the greatest growth and what data point is an area for improvement?

We are in the yellow. We do see that 134 of our EL students progressed at least one ELPI level. We really need to focus on the 66 students who maintained and the 23 students who decreased one level.

We will make sure all teachers are trained and supported in doing Designated ELD in the classroom setting and that we are utilizing GLAD strategies in all classrooms. I also feel that our 3 ELD teachers have not been able to provide support to as many students as they should. Space is an issue. We are looking at switching rooms during Universal Access time so ELD teachers can work with larger groups while teachers utilize the smaller space for their smaller

groups. We need to purchase more support materials and supplies to be able to provide a very structured and consistent program to enrich all of our EL

We will address our ELD students in our Dual Immersion program who are not learning English at the rate we need them to providing extra support during Universal Access. We are also looking at materials that will be serve our EL student's needs. We are looking at getting more students in front of our ELD teachers so they can maximize their time and instruction focused on building their English competencies. We are going to train our ELD teachers in EL Achieve and join the second cohort in the 24-25 school year.

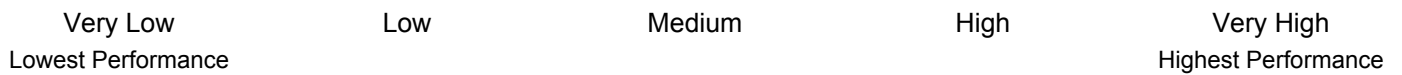
School and Student Performance Data

Academic Performance College/Career Report

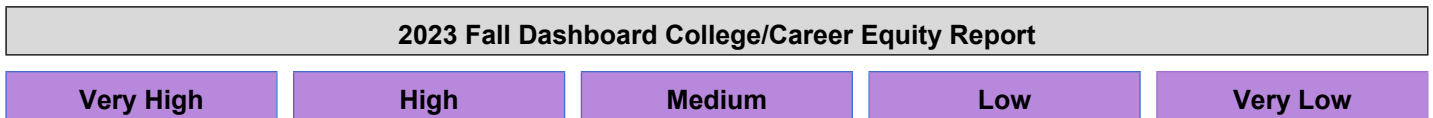
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This section provides number of student groups in each level.



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

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard College/Career Report by Race/Ethnicity

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

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

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School and Student Performance Data

Academic Engagement Chronic Absenteeism

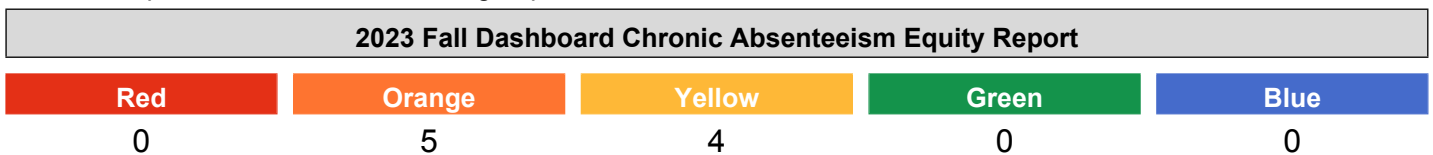
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This section provides number of student groups in each level.



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

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p>All Students</p>  <p>Yellow</p> <p>35% Chronically Absent Declined Significantly -20.6</p> <p>889 Students</p>	<p>English Learners</p>  <p>Yellow</p> <p>28.3% Chronically Absent Declined Significantly -19.7</p> <p>350 Students</p>	<p>Foster Youth</p> <p>Less than 11 Students</p> <p>2 Students</p>
<p>Homeless</p>  <p>Orange</p> <p>50% Chronically Absent Declined -25</p> <p>64 Students</p>	<p>Socioeconomically Disadvantaged</p>  <p>Yellow</p> <p>39.6% Chronically Absent Declined Significantly -22.1</p> <p>671 Students</p>	<p>Students with Disabilities</p>  <p>Orange</p> <p>47.2% Chronically Absent Declined -14.3</p> <p>125 Students</p>

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Orange 55.6% Chronically Absent Declined -19.2 108 Students	Less than 11 Students 7 Students	 Orange 23.6% Chronically Absent Declined -10.7 123 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Yellow 35.3% Chronically Absent Declined Significantly -21.2 417 Students	 Orange 43.4% Chronically Absent Declined -23.3 53 Students	Less than 11 Students 4 Students	 Yellow 26% Chronically Absent Declined Significantly -25 177 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

While all of our attendance groups declined in their chronic absences we still have more work to do in improving our attendance. 35% of all students were chronically absent which was significant decrease from the previous school year. Our African American students are in the orange and even with a 19.2 point decrease they are still 55.6% chronically absent. Our Asian students are in the orange even with a 10.7 point decrease they are still at 23.6% chronically absent. Our students with two or more races are orange even with a 23.3 point decrease they are still at 43.4% chronically absent. Our Hispanic students are in the yellow and even with a 21.2 point decrease they are still at 35.5% chronically absent. Our white students are in the yellow and had a 25 point decrease but are still 26% chronically absent.

We will continue to work with our Homeless Liaison in supporting our homeless students, many who stay outside of our attendance area and need transportation. We continue to struggle with our special education students attendance. We will work with transportation and case managers to get a better handle on new students who miss the first few days waiting for the bus to begin. We also have a few medically fragile sped students who do not attend regularly due to health conditions that require medical care and time away from school. We also need to encourage parents to bring their students to school every day. We have parents who leave the country to visit family and are gone for a month or two at a time. We also find that parents want to stay at our school so even when they move out of our attendance area they try to bring their children often resulting in absences.

We will continue to work with our Attendance team with the district to address our students who are absent in a more timely and consistent manner, while providing support to students who have moved out of our attendance area. We will continue our bus route for our McKinney Vento (homeless) students. This has helped tremendously this year. We will also provide incentives and bikes from the Sheriff bike program and we will continue to purchase helmets and locks for the donated bikes. We will continue to focus on parent and community engagement and will try to get our liaisons to reach out to offer support.

School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
N/A	N/A	N/A
Homeless	Socioeconomically Disadvantaged	Students with Disabilities
N/A	N/A	N/A

2023 Fall Dashboard Graduation Rate by Race/Ethnicity

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

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

This section has no data, however, we continue to promote academics and support for graduation and eventually college.

We do bring in high school counselors to meet with our middle school students to discuss high school options and opportunities. We support parents who want to open enroll to a specific program at a school other than their home school. We also share A-G requirements and try to help our students understand how high school and college work.

AVID, college tours, and high school counselor visits.

School and Student Performance Data

Conditions & Climate Suspension Rate

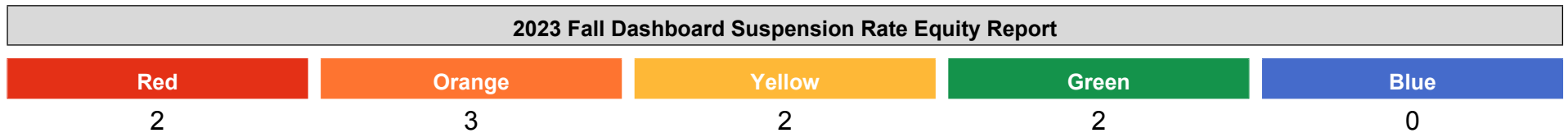
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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




This section provides number of student groups in each level.



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

2023 Fall Dashboard Suspension Rate for All Students/Student Group


All Students


 Orange

4.3% suspended at least one day

Increased 0.8
938 Students

English Learners


 Yellow


3.3% suspended at least one day

Declined -0.4
366 Students

Foster Youth

Less than 11 Students
4 Students


Homeless


 Red

7.1% suspended at least one day

Increased 5.8
70 Students


Socioeconomically Disadvantaged


 Orange

5.3% suspended at least one day

Increased 1.1
713 Students







Students with Disabilities


 Orange

4.6% suspended at least one day

Increased 2.1
130 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 Red 12.3% suspended at least one day Increased 4.7 122 Students	Less than 11 Students 7 Students	 Green 1.5% suspended at least one day Declined -2 131 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Orange 3.3% suspended at least one day Increased 1.5 425 Students	 Green 1.7% suspended at least one day Declined -2.4 58 Students	Less than 11 Students 4 Students	 Yellow 4.2% suspended at least one day Declined -0.7 191 Students

Lowest Performing Student Groups:

Which student groups are scoring at the lowest performing level on the dashboard indicator?

This includes student groups with “Red” Dashboard indicators or student groups with the lowest performance level (any color) compared to the overall rate.

4.3% of all students were suspended at least one day which was an increase from the previous school year. Our African American students are in the red with an increase of 4.7 points and 12.3% of African American students suspended at least one day. Our Hispanic students are in the orange with a 1.5 point increase and 3.3% of Hispanic students suspended at least one day. Our White students saw a minor decrease of .7 and 4.2% of White students were suspended at least one day. Our Asian and Two or More Races declined and are in the green. Asian suspensions declined by 2 points for a total of 1.5% of Asian students. Two or More Races declined by 2.4 points with 1.7% suspended at least one day.

We need to utilize more restorative practices with more social/emotional groups and one on one counseling to support students needs. We also need more Trauma Training for our staff. We also need to have two school counselors to support our students when they are in crisis or struggling with anger management or control. They can also support our restorative work to help be proactive to stop problems before they turn into suspendable behavior. We had on site mentors who connected with students during positive times to help them with problems when they arise.

We need to create a space that can house our counseling staff and students who are going to be doing alternative recess, small group and one on one counseling, intervention team meetings and time out spaces for resetting students in crisis. We need more time with Mentors to help support student behaviors and emotional regulation. We need materials and supplies for small groups and materials for social emotional learning.

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

Student Achievement and Implementation of State Standards

LEA/LCAP Goal

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

SPSA/Goal 1

Improve achievement and outcomes for all students as measured by performance on statewide assessments, English proficiency, and college and career preparedness.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Thomas Edison utilized multiple data points collected throughout the year. We utilized one time data such as the Parent Climate Survey, and street data that was collected at multiple family and community events throughout the year. We utilized academic and attendance data to provide resources to support both of them. We utilized parent meetings such as ELAC, DI Parent Nights, and Coffee with the Principal meetings to encourage parents to share their concerns and positive observations at the school and their children. We also utilized classroom data such as summative assessments, CAASPP and iReady scores to determine student needs.

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

We created an Intervention/UA period four days a week for 30-40 minutes. This allowed all students at every grade level to get targeted support in a specific area of need. While this model was very effective, After looking at the data we realized that the students who remained in their classrooms were very diverse and were not getting the targeted support they needed. We also realized that teachers were not utilizing intervention materials in their classrooms during this time.

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

Based on the data we are going to change how we place students in groups and what materials teachers will be using in their targeted groups during Intevention/UA. We will use a consistent assessment to place students in the correct groups and we will closely monitor their data as they go through their targeted groups with specific instruction with intervention materials designed to meet their needs. We will increase the number of EL students who receive EL instruction from our ELD instructors. We will also purchase and support training and use of curriculum specifically designed for EL students.

2023-24

Identified Need

We need to better support our Homeless, African American, English Language Learners, and Special Education students in their academic growth based on data. Targeted Intervention groups during a specific time for each grade level four days a week for 30-40 minutes. These groups will better serve our EL and struggling students with specific intervention programs and smaller groups.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
ELA State Assessment: Change in scale score	All Students	+3 scale score points
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	
	American Indian	
	Asian	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Filipino Hispanic 56.9 points below standard Two or More Races 51.5 points below standard Pacific Islander White 53.9 points below standard	
Math State Assessment: Change in scale score	All Students 79.7 points below standard English Learners 90.6 points below standard Foster Youth Homeless 128.8 points below standard Socioeconomically Disadvantaged 94.6 points below standard Students with Disabilities 142.1 points below standard African American 144.6 points below standard American Indian Asian 82.6 points below standard Filipino Hispanic 67.1 points below standard Two or More Races 106.1 points below standard Pacific Islander White 69.9 points below standard	+3 scale score points
English Language Learner State Assessment:	0.6%	+2%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Change in percentage of English language learners making progress on ELPAC		
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	21.37%	+2

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	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Supplemental Educational Materials	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,000	2024 - 2025 School Year
1.2	Extra Academic Supplies	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	5,000	2024 - 2025 School Year

1.3	Intervention Materials, Student Planners, and Supplies	X All Students English Learners Low-Income Students Foster Youth Lowest Performing Homeless	Title I Part A Site Allocation 4000-4999: Books And Supplies		2024 - 2025 School Year
1.4	Educational Technology, Programs, Headphones, iPads, and Licenses	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies		2024 - 2025 School Year
1.5	Provide 4 FTE Intervention Teachers ELA PC 32284 PC 29543 PC 29544 PC 33306	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Homeless	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	348,000 136,051	2024 - 2025 School Year

1.6	Provide 1 FTE Intervention Teacher Math (ELO)	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Homeless			2024 - 2025 School Year
1.7	Provide Supplemental ELD Materials including but not limited to EL Achieve	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies		2024 - 2025 School Year
1.8	Provide GLAD training and materials and extra assignment pay for producing materials	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 1000-1999: Certificated Personnel Salaries	3531	2024 - 2025 School Year

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

Student Engagement and Course Access

LEA/LCAP Goal

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

SPSA/Goal 2

Provide students with engaging programs, course work, and opportunities that address attendance, dropout, graduation, and access to a broad course of study.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Thomas Edison utilized multiple data points collected throughout the year. We utilized one time data such as the Parent Climate Survey, and street data that was collected at multiple family and community events throughout the year. We utilized academic (ELPAC, CAASPP, iReady and summative assessments) and attendance data to provide resources to support both of them. We also utilized intervention data to determine if students were making growth. We utilized parent meetings such as ELAC, DI Parent Nights, and Coffee with the Principal meetings to encourage parents to share their concerns and positive observations at the school and their children.

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

We have created an Intervention/Universal Access class for all students four days a week for forty minutes. We found that the students who stayed with their teachers during Intervention/UA were not getting a specific curriculum with a pre test and post test to

help fill gaps and support their grade level learning. We also realized that not all of our EL students were getting specific ELD support during Intervention/ UA. We also realize that we need more intervention materials and supplies to support all learners. We recognize that we need to continue focusing on reading while adding more math support and instructional support.

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

We are revising our Intervention/UA groups to get all students small group support during their Intervention/UA period. We are purchasing and training to use more specific intervention materials and supplies to make sure that all students can get the support they need in class, as well as, in Intervention/UA. We are revising our groups to make sure every student is getting support where they need it most.

2023-24

Identified Need

We need more support for our students especially our English Language Learners, Homeless students, Special Education, and African American students. We need to utilize data to drive our instruction in general education classes and Intervention/UA. We need more materials to provide support specific to student's identified needs. We need to continue to provide professional development (GLAD, Math, Placer County office of Education PBIS, LETRs, and and other program we need) for staff to meet the needs of all students.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Chronic Absenteeism: Percentage of students who were absent 10 percent or more of the instructional days they were expected to attend in TK-8	All Students	35% Chronically Absent
	English Learners	28.3% Chronically Absent
	Foster Youth	
	Homeless	50% Chronically Absent
	Socioeconomically Disadvantaged	39.6% Chronically Absent
	Students with Disabilities	47.2% Chronically Absent
	African American	55.6% Chronically Absent
	American Indian	
		-0.5%

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	Asian 23.6% Chronically Absent Filipino Hispanic 35.3% Chronically Absent Two or More Races 43.4% Chronically Absent Pacific Islander White 26% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	90.56%	92%
High School Dropout Rate: Percentage of high school students who dropout (based on the 4-year cohort outcomes)	N/A	N/A
Middle School Dropout Rate: Number of middle school students (grades 6-8) who dropout of school.	5.83%	4%
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students N/A English Learners N/A Foster Youth N/A Homeless N/A Socioeconomically Disadvantaged N/A Students with Disabilities N/A African American N/A American Indian N/A Asian N/A Filipino N/A	N/A

Metric/Indicator	Baseline 2022-23		Expected Outcome 2023-24
	Hispanic	N/A	
	Two or More Races	N/A	
	Pacific Islander	N/A	
	White	N/A	

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	Source(s)	Proposed Allocation	Implementation Timeline
2.1	PBIS Training and Refreshments	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	500	2024 - 2025 School Year
2.2	PBIS/Tiger Cart/Rewards	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,000	2024 - 2025 School Year

2.3	Provide Mentors to build relationship and increase student engagement and connecton	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Homeless, African American, Students with Disabilities			2024 - 2025 School Year
2.4	Educational Assemblies	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	2,807	2024 - 2025 School Year
2.5	Educational Fieldtrips	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	8,448	2024 - 2025 School Year
2.6	College and Career Fieldtrips, Materials and Supplies/ AVID	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless			2024 - 2025 School Year

2.7	After School Sports, Tutoring, Drama and Dance classes	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1,000	2024 - 2025 School Year
2.8	Provide Leadership classes, Afterschool events,BSU and other clubs	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless, African Americans	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3,000	2024 - 2025 School Year
2.9	Provide extra .25 FTE Attendance Support PC 35171	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental	17,280 7,832	2024 - 2025 School Year

			Site Allocation 3000-3999: Employee Benefits		
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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

School Conditions, Climate, and Family Engagement

LEA/LCAP Goal

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

SPSA/Goal 3

Address factors both inside and outside the classroom that impact student success such as family engagement, health, safety, discipline, connectedness, facilities, materials, and staffing.

Annual Review

SPSA Year Reviewed: 2023-24

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?

Thomas Edison utilized multiple data points collected throughout the year. We utilized one time data such as the Parent Climate Survey, and street data that was collected at multiple family and community events throughout the year. We utilized academic and attendance data to provide resources to support both of them. We utilized parent meetings such as ELAC, DI Parent Nights, and Coffee with the Principal meetings to encourage parents to share their concerns and positive observations at the school and their children. We also utilized suspension data, SWIS data, and behavior referrals to examine time and place for behaviors.

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

PBIS and our PCOE grant had positive impact in helping to build stronger connections and relationships with students and parents. Positive phone calls, morning circles and examining our bias' helped us to create a strong culture and clear expectations. Mentors who worked on campus to help support students with trusted adults helped us build strong relationships while allowing teachers to

focus on instruction. We did a lot of professional development regarding student engagement and we saw positive impact. We were also able to provide consistent academic interventions that boosted student success academically and behaviorally. Our intervention system is working and students who need special education were assessed and qualified. However, we did have students with severe needs who may need a more restrictive special education setting than we can provide.

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

Based on our data we are going to continue our work with the Placer County of Education to provide our staff with modules to support connection between parents, staff and students. We are going to continue our work with the mentoring groups STORM and Black Girl Support Network (BGSN) but we will have them on campus five days a week instead of three. We will continue to utilize parent liaisons to build connections and provide support and we will add more bilingual support. We are going to add parent meetings for both Dual Immersion and English Immersion to help connect with parents to support their children academically, social emotionally, and with attendance.

2023-24

Identified Need

More mentoring for students with mentors who can connect with students to build stronger relationships at school. We need more training in strategies that build positive, strong connections between school and home. We need more support for our homeless students and we will continue to work with the district and outside agencies to support our families in need. More parent meetings and connections that build positive relationships and connections.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	-0.3%
	English Learners	
	Foster Youth	
	Homeless	
	Socioeconomically Disadvantaged	
	Students with Disabilities	
	African American	

Metric/Indicator	Baseline 2022-23	Expected Outcome 2023-24
	American Indian Asian 1.5% suspended at least one day Filipino Hispanic 3.3% suspended at least one day Two or More Races 1.7% suspended at least one day Pacific Islander White 4.2% suspended at least one day	
Expulsion Rate: Percentage of students expelled from school.	0.00%	0.00%
Connectedness: Percentage of students who respond "agree" or "strongly agree" in Connectedness on the district climate survey.	56.6%	60%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	53.1%	60%
Parent and Family Engagement in Leadership Roles: Percentage of parents of EL, LI, FY, and SWD in leadership roles (e.g. School Site Council, ELAC, and PTO).	45%	50%

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	Source(s)	Proposed Allocation	Implementation Timeline
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3.1	Family/ Parent Engagement Meetings Materials, Supplies, and Licenses	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies		2024 - 2025 School Year
3.2	Supplies and Materials for Family Events/Nights/Meetings	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless	Title I Part A Parent Involvement 4000-4999: Books And Supplies	7,320	2024 - 2025 School Year
3.3	PBIS Training, Support and Materials	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Homeless			2024 - 2025 School Year
3.4	Provide Substitutes for Teachers to do Data Days, Attend PD or Conferences, or Overnight and other Fieldtrips	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American & Homeless	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries		2024 - 2025 School Year

3.5	Professional Conferences including but not limited to CADA, CABE, Academic, and Social Emotional/PBIS	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures		2024 - 2025 School Year
3.6	Additional IA, Campus Monitor, and Rec Aide Hours to support students during and after school PC 33578	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless	LCFF Supplemental Site Allocation 2000-2999: Classified Personnel Salaries LCFF Supplemental Site Allocation 3000-3999: Employee Benefits	26,338 11,099	2024 - 2025 School Year
3.7	Incentives for Students and Parents including but not limited to school t-shirts, spirit wear and prizes	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless			2024 - 2025 School Year

3.8	Provide Mentors, BGSN and STORM, to build relationships and support students with extra social and emotional support	All Students English Learners Low-Income Students Foster Youth X Lowest Performing African American, Homeless			2024 - 2025 School Year
3.9	Provide 2 FTE School Counselors to provide extra academic support PC 31571-central PC 31573	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	77,770 36,924	2024 - 2025 School Year
3.10	T-Shirts and School Spirit Activities and supplies	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	10,500	2024 - 2025 School Year

3.11	Provide Extra Rec. Aide time to provide for school safety and student support	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Rec Aide Allocation 2000-2999: Classified Personnel Salaries	3,933	2024 - 2025 School Year
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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:
Student Achievement and Implementation of Standards

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

SCHOOL GOAL #2:
Student Engagement and Course Access

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

SCHOOL GOAL #3:
School Conditions, Climate, and Family Engagement

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
Provide supplemental academic intervention around but not limited to high preparation.	August 2024- June 2025	Counselor *Title Central	1000-1999: Certificated Personnel Salaries		66,091

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	\$617,320.00
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$727,333.00

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 (\$)
LCFF Rec Aide Allocation	\$3,933.00
LCFF Supplemental Site Allocation	\$106,080.00
Title I Part A Parent Involvement	\$7,320.00
Title I Part A Site Allocation	\$610,000.00

Subtotal of state or local funds included for this school: \$727,333.00

Total of federal, state, and/or local funds for this school: \$727,333.00

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	106,080	0.00
LCFF Rec Aide Allocation	3,933	0.00
Title I Part A Site Allocation	610,000	0.00
Title I Part A Parent Involvement	7,320	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	3,933.00
LCFF Supplemental Site Allocation	106,080.00
Title I Part A Parent Involvement	7,320.00
Title I Part A Site Allocation	610,000.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	429,301.00
2000-2999: Classified Personnel Salaries	47,551.00
3000-3999: Employee Benefits	191,906.00
4000-4999: Books And Supplies	32,820.00
5000-5999: Services And Other Operating Expenditures	25,755.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	3,531.00

2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	43,618.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	18,931.00
4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	25,500.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	14,500.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	7,320.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	425,770.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	172,975.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	11,255.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	502,582.00
Goal 2	50,867.00
Goal 3	173,884.00

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
Santiago Chapa	Classroom Teacher
Amy Roberts	Classroom Teacher
Dave Spence	Classroom Teacher
Stephanie Jones	Classroom Teacher
Ryan Gantenbein	Other School Staff
Victoria Ciganda	Parent or Community Member
Diwata Fonte	Parent or Community Member
Miriam Darby	Parent or Community Member
Selena Cappa	Parent or Community Member
Mary Stokke	Parent or Community Member
Daniel O'Connor	Parent or Community Member
Ana Quinonez	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

on file

English Learner 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, 2024.

Attested:

on file

Principal, Heidi Garner on May 24, 2024

on file

SSC Chairperson, Santiago Chapa on May 24, 2024

Budget By Expenditures

Thomas Edison Language Institute

Funding Source: LCFF Rec Aide Allocation **\$3,933.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide Extra Rec. Aide time to provide for school safety and student support	2000-2999: Classified Personnel Salaries	\$3,933.00	Engaging Academic Programs	
LCFF Rec Aide Allocation Total Expenditures:		\$3,933.00		
LCFF Rec Aide Allocation Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation **\$106,080.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Additional IA, Campus Monitor, and Rec Aide Hours to support students during and after school PC 33578	2000-2999: Classified Personnel Salaries	\$26,338.00	Engaging Academic Programs	
Extra Academic Supplies	4000-4999: Books And Supplies	\$5,000.00	Connected School Communities	
Provide GLAD training and materials and extra assignment pay for producing materials	1000-1999: Certificated Personnel Salaries	\$3,531.00	Connected School Communities	
	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities	
PBIS Training and Refreshments	4000-4999: Books And Supplies	\$500.00	Healthy Environments for Socio-Emotional Growth	
PBIS/Tiger Cart/Rewards	4000-4999: Books And Supplies	\$10,000.00	Healthy Environments for Socio-Emotional Growth	

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After School Sports, Tutoring, Drama and Dance classes	5000-5999: Services And Other Operating Expenditures	\$1,000.00	Healthy Environments for Socio-Emotional Growth
Provide Leadership classes, Afterschool events,BSU and other clubs	5000-5999: Services And Other Operating Expenditures	\$3,000.00	Healthy Environments for Socio-Emotional Growth
Provide extra .25 FTE Attendance Support PC 35171	2000-2999: Classified Personnel Salaries	\$17,280.00	Healthy Environments for Socio-Emotional Growth
	3000-3999: Employee Benefits	\$7,832.00	Healthy Environments for Socio-Emotional Growth
T-Shirts and School Spirit Activities and supplies	5000-5999: Services And Other Operating Expenditures	\$10,500.00	Engaging Academic Programs
	3000-3999: Employee Benefits	\$11,099.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$106,080.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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	

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Other Total Expenditures: \$1,800.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$7,320.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies and Materials for Family Events/Nights/Meetings	4000-4999: Books And Supplies	\$7,320.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$7,320.00

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

Funding Source: Title I Part A Site Allocation \$610,000.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$36,924.00	Engaging Academic Programs	
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	
Educational Assemblies	5000-5999: Services And Other Operating Expenditures	\$2,807.00	Healthy Environments for Socio-Emotional Growth	
Educational Fieldtrips	5000-5999: Services And Other Operating Expenditures	\$8,448.00	Healthy Environments for Socio-Emotional Growth	

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	3000-3999: Employee Benefits	\$136,051.00	Connected School Communities
Provide 4 FTE Intervention Teachers ELA PC 32284 PC 29543 PC 29544 PC 33306	1000-1999: Certificated Personnel Salaries	\$348,000.00	Connected School Communities
DI/EI Parent Engagement meetings and after school tutoring and parent meetings		\$6,500.00	Clear Pathways to Bright Futures
Provide 2 FTE School Counselors to provide extra academic support PC 31571-central PC 31573	1000-1999: Certificated Personnel Salaries	\$77,770.00	Engaging Academic Programs
Title I Part A Site Allocation Total Expenditures:		\$646,900.00	
Title I Part A Site Allocation Allocation Balance:		\$0.00	
Thomas Edison Language Institute Total Expenditures:		\$766,033.00	