



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	05/21/25	June 24,2025

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

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).

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)			42	0.3%		10.97%

School and Student Performance Data

Student Population

The 2024 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.

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
863	64.9%	34.5%	0.3%
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.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	298	34.5%
Foster Youth	3	0.3%
Homeless	57	6.6%
Socioeconomically Disadvantaged	560	64.9%
Students with Disabilities	116	13.4%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	94	10.9%
American Indian	6	0.7%
Asian	123	14.3%
Filipino	2	0.2%
Hispanic	416	48.2%
Two or More Races	54	6.3%
Pacific Islander	6	0.7%
White	162	18.8%

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.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div> Yellow</div>	<div>Chronic Absenteeism</div> <div> Yellow</div>	<div>Suspension Rate</div> <div> Red</div>
<div>Mathematics</div> <div> Yellow</div>		
<div>English Learner Progress</div> <div> Yellow</div>		

School and Student Performance Data

Academic Performance English Language Arts

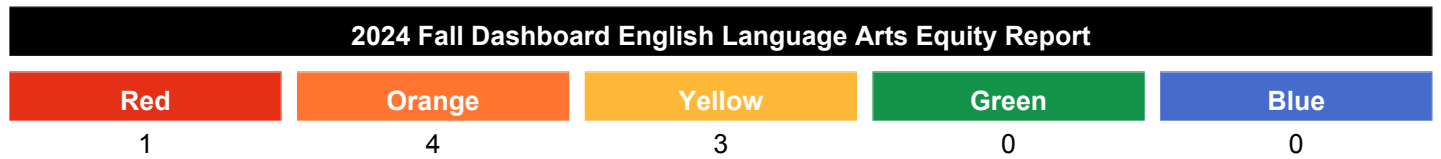
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>58.0 points below standard</div> <div>Increased 8.1 points</div> <div>464 Students</div>	<div>English Learners</div> <div> Orange</div> <div>82.3 points below standard</div> <div>Increased 3.2 points</div> <div>230 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>112.8 points below standard</div> <div>Declined 24.8 points</div> <div>16 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div> Orange</div> <div>83.9 points below standard</div> <div>Increased 34.2 points</div> <div>48 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>69.1 points below standard</div> <div>Increased 11.4 points</div> <div>349 Students</div>

Students with Disabilities  Orange 110.9 points below standard Increased 10.2 points 61 Students	African American  Orange 89.1 points below standard Increased 26.3 points 53 Students	American Indian  No Performance Color Less than 11 Students 4 Students
Asian  Red 76.6 points below standard Declined 7.8 points 65 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Yellow 51.4 points below standard Increased 5.5 points 242 Students
Two or More Races  No Performance Color 37.6 points below standard Increased 14.0 points 25 Students	Pacific Islander  No Performance Color Less than 11 Students 3 Students	White  Yellow 40.4 points below standard Increased 13.4 points 72 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.

Our lowest groups are our English Learners, who increased by 3.2 points, our Homeless students, who increased by 34.2 points, our Students with Disabilities, who increased by 10.2 points, our African American students, who increased by 26.3 points, and our Asian students, who decreased by 7.8 points.

In comparison, all students scored 58 points below standard which was an increase of 8.1 points from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

After looking at our data it appears that not having a structured program for our EL students they did not receive enough support at their levels. We have purchased EL Achieve, a program designed to improve EL student outcomes. We also have revised our Universal Access program to provide better assessments and placements in our UA small groups to make the learning more meaningful for all students. We have also invested in tutoring and homework club to help students get the extra support they need to be successful

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We need EL Achieve, more assessments and materials to support all learners, more professional learning time for staff to meet and look at data and student work to better meet their needs. We also need better ways to support students

who do not attend every day and/or miss their Universal Access time. We will need to purchase more materials for writing for student engagement in their ELA program.

School and Student Performance Data

Academic Performance Mathematics

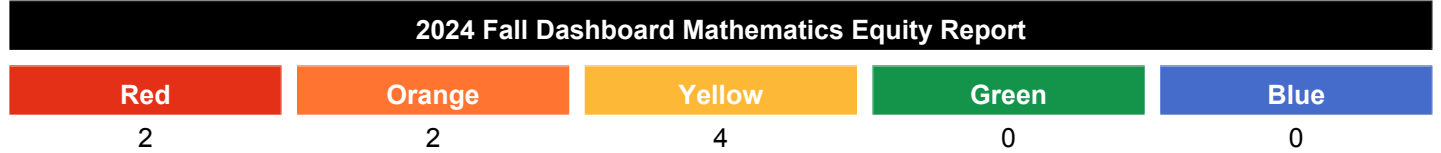
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>67.3 points below standard</div> <div>Increased 12.4 points</div> <div>468 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>83.4 points below standard</div> <div>Increased 7.2 points</div> <div>237 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>173.4 points below standard</div> <div>Declined 50.2 points</div> <div>16 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>2 Students</div>	<div>Homeless</div> <div> Orange</div> <div>102.3 points below standard</div> <div>Increased 26.5 points</div> <div>50 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>80.8 points below standard</div> <div>Increased 13.7 points</div> <div>353 Students</div>

Students with Disabilities  Red 147.1 points below standard Declined 5.0 points 59 Students	African American  Orange 125.3 points below standard Increased 19.4 points 53 Students	American Indian  No Performance Color Less than 11 Students 4 Students
Asian  Red 98.2 points below standard Declined 15.6 points 72 Students	Filipino  No Performance Color Less than 11 Students 1 Student	Hispanic  Yellow 55.6 points below standard Increased 11.5 points 243 Students
Two or More Races  No Performance Color 43.6 points below standard Increased 62.5 points 24 Students	Pacific Islander  No Performance Color Less than 11 Students 5 Students	White  Yellow 47.4 points below standard Increased 22.4 points 71 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.

Our lowest groups in math are Homeless, who made 26.5 points of growth, Students with Disabilities, who decreased by 5 points, African American students, who made 19.4 points of growth, and Asian students who decreased by 15.6 points.

In comparison, all students scored 67.3 points below standard which was an increase of 12.4 points from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

While we instituted Universal Access for 30-40 minutes, 4 days a week, we were not as prescriptive as we could be with our assessments and groupings. We also began to realize that we needed more structured intervention and we had 12 teachers attend Math Recovery, a program designed to support all students. It includes assessments, materials and lessons to support students where they are to get them where they need to be. We are also purchasing more assessments to better determine what each group of students needs to make maximum growth.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

Math Recovery training and materials, more assessments, more time for staff to meet to discuss data and student needs (Professional Learning Communities) and time to assess and reteach studnets who are not progressing adequately.

School and Student Performance Data



Academic Performance English Learner Progress

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Yellow	 No Performance Color
57% making progress.	75% making progress.
Number Students: 228 Students	Number Students: 12 Students

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.

2024 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
8.8%	32.9%	0%	57%

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 saw the greatest growth in students who maintained or improved by one level. We did have students who decreased and/or maintained. We are focusing on improvements for these groups and have trained our ELD staff in EL Achieve a standards based program designed to support all ELD students in their growth towards reclassification. We expect all three of our ELD teachers to focus on supporting all ELD students toward growth in their English skills. All staff is utilizing GLAD strategies and other proven methods of engagement to make sure that our ELD students are getting as much support and scaffolding as they need while they grow their academic skills and their English skills.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

I believe that the lack of a consistent, structured, data driven, research based programs, such as EL Achieve, diminished the growth our ELD students made. Each ELD teacher took a small group and focused on skills but without structure, a systematic program and proven data it was not as effective as it could have been.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We need EL Achieve materials, training, support and time to make sure that all ELD students are moving forward at an accelerated rate. We have also created a dedicated time in each grade level that allows students to get support or extension learning without missing grade level instruction. This allows our three ELD teachers to support our EL students in a more structured and targeted way to improve EL student learning. We will continue to work with all staff to build their ELD strategies such as GLAD to support all learners with visuals, vocabulary and practice with student discourse.

School and Student Performance Data

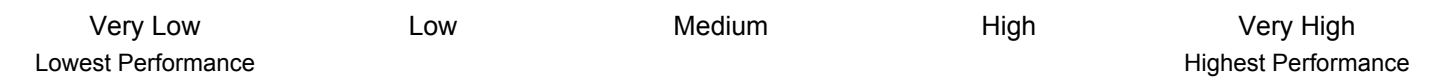
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Thomas Edison is a TK-8th grade school. While our students do not take specific career and college classes, we do provide our middle school students with the opportunity to engage in different parts of the Naviance program to help them begin to understand their strengths in regards to what jobs they may be interested in based on assessments. We also have an AVID elective that students can choose to take.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Career and College is definitely something we talk about but mostly in very general terms. Our School Counselors meet with our middle school students frequently and are given the opportunity to learn more about high school, college and career programs that our students can work towards.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We have looked at our data and we realize that we need to start this work earlier, really in Kindergarten. However, our focus will go down to fourth grade for next year so we can make sure they are able to get the information in more than one way and over more than one year. We are also going to be doing more "Career Day" activities to allow our students to connect jobs to things they see in their own community.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides 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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>28.4% Chronically Absent</div> <div>Declined 6.6</div> <div>940 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>23.4% Chronically Absent</div> <div>Declined 4.9</div> <div>355 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>35% Chronically Absent</div> <div>Increased 0.7</div> <div>20 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div> Orange</div> <div>49.5% Chronically Absent</div> <div>Declined 0.5</div> <div>101 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>31.1% Chronically Absent</div> <div>Declined 8.6</div> <div>698 Students</div>

Students with Disabilities  Orange 38% Chronically Absent Declined 9.2 142 Students	African American  Orange 53.8% Chronically Absent Declined 1.7 104 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
Asian  Yellow 16.3% Chronically Absent Declined 7.3 141 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Yellow 26.9% Chronically Absent Declined 8.3 442 Students
Two or More Races  Orange 25% Chronically Absent Declined 18.4 56 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 6 Students	White  Red 26.4% Chronically Absent Maintained 0.4 182 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.

Our students that are most Chronically Absent (Red) are our White students at 26.4% Chronically Absent. Our student groups in the Orange band were our Students with Disabilities (38%), African American students (53.8%), and our Homeless students (49.5%).

In comparison, 28.4% of all students were chronically absent which was a decrease of 6.6% from the previous school year.

We have focused engaging students and families in school so that we can mitigate anything that is preventing students from being at school every day.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

There are multiple causes for the absences including, not living in our attendance area, no access to school bussing, lack of housing and transportation to get to school, and the amount of illnesses (Flu, colds, ect) that hit students very hard after avoiding germs during COVID. We have a large number of McKenny Vento (Homeless students) who do not reside in our immediate area. Their parents maintain their right to keep their children at our school even when they cannot bring them to school regularly. We are working closely with our McKenny Vento Department and our Attendance department to be more proactive in our support of parents and their students in their attendance. We did bring multiple students to HTC and SARB hearings with one parent going to the District Attorney's office and being charged.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We have one full time School Counselors, a part time MTSS Counselor/Social Worker, and a part time Family Liaison who are here to support students and families who may have needs that go above and beyond the regular school day. Staff working hard to build stronger relationships with families to get them to buy in to bringing their children to school regularly. We are also working with Family and Community Engagement, Attendance and outside agencies to make sure that all of our students can attend regularly.

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.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

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.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

School and Student Performance Data

Conditions & Climate Suspension Rate

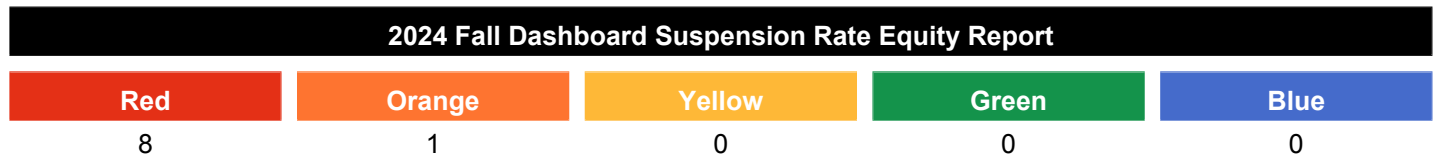
The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div> Red</div> <div>8.6% suspended at least one day</div> <div>Increased 4.4%</div> <div>984 Students</div>	<div>English Learners</div> <div> Red</div> <div>7.5% suspended at least one day</div> <div>Increased 4.2%</div> <div>375 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>5% suspended at least one day</div> <div>Declined 5.8%</div> <div>20 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Homeless</div> <div> Red</div> <div>16.7% suspended at least one day</div> <div>Increased 9.5%</div> <div>102 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Red</div> <div>10.2% suspended at least one day</div> <div>Increased 4.9%</div> <div>733 Students</div>

Students with Disabilities  Orange 5.6% suspended at least one day Increased 1% 143 Students	African American  Red 22.2% suspended at least one day Increased 9.9% 108 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students
Asian  Red 9.4% suspended at least one day Increased 7.8% 160 Students	Filipino  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Hispanic  Red 5.8% suspended at least one day Increased 2.5% 448 Students
Two or More Races  Red 8.8% suspended at least one day Increased 7% 57 Students	Pacific Islander  No Performance Color Fewer than 11 students - data not displayed for privacy 7 Students	White  Red 7.2% suspended at least one day Increased 3% 195 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.

Suspension went up for all groups. Essentially all groups increased unless there were not enough students in that particular group.
7.5% of our English learners were suspended at least one day which was an increase of 4.2% from the previous school year.
16.7% of our Homeless students were suspended at least one day which was an increase of 9.5% from the previous school year.
10.2% of our Socioeconomically Disadvantaged students were suspended at least one day which was an increase of 4.9% from the previous school year.
22.2% of our African American students were suspended at least one day which was an increase of 9.9% from the previous school year.
9.4% of our Asian students were suspended at least one day which was an increase of 7.8% from the previous school year.
5.8% of our Hispanic students were suspended at least one day which was an increase of 2.5% from the previous school year.
8.8% of our students who identify as Two or More Races were suspended at least one day which was an increase of 7% from the previous school year.
7.2% of our white students were suspended at least one day which was an increase of 3% from the previous school year.
In comparison 8.6% of all students were suspended at least one day which was an increase of 4.4% from the previous school year.

Potential causes:

Reflecting on last year, what did we say, think, do, or feel that contributed to these results?

Last year a couple of things occurred that increased these numbers.....our overall student count increased significantly to almost 900 students, we have had a lot of middle school students who have been in possession of and using Vape Pens on campus, we also had an increase in student fights during and after after school sporting events and practices. We also had students in possession of alcohol with one student so intoxicated she was rushed to the emergency room.

What resources (i.e., personnel, programs, services, material, supplies) are needed to improve outcomes for your lowest performing student groups?

We have been working hard to find alternatives to suspension. We only suspend for drugs, weapons, and fighting. We are utilizing all of our staff to support students who may be struggling to intervene prior to a fight or other suspendable offense can occur. We have gotten trained in Navigate 360, a computer program we can use to assign social emotional classes that students take to gain skills regarding behaviors that they may be exhibiting that could create stress or problems such as fighting. We do small group and individual social emotional support that allows students to practice social skills in a safe environment with adult support. We also refer students to Care Solace to access mental health services if we think they need it. We also provide Positive Behavior Supports (PBS) to encourage students to make good choices and address problems in positive and proactive ways. We will continue to work with staff to be aware of potential issues and to try to get students support prior to a student using a vape or alcohol. We will also continue to keep parents notified of potential issues so we can work together to prevent these issues from happening on campus.

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: 2024-25

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 Intervention/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.

2025-26

Identified Need

We need more materials to support our EL learners. We will purchase more intervention materials and assessments and we will support all learners in Universal Access. We will train and implement writing strategies with all grade levels and continue our focus on standards and vertical alignment between grade levels. We are creating Professional Learning Communities (PLC) that will utilize our collaboration time to discuss student needs, curriculum, standards and how we can better support all students. Every staff member will be on a team to make sure all students are getting what they need no matter where they are on campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
ELA State Assessment: Change in scale score	All Students	58.0 points below standard	+3 scale score points
	English Learners	82.3 points below standard	
	Foster Youth		
	Homeless	83.9 points below standard	
	Socioeconomically Disadvantaged	69.1 points below standard	
	Students with Disabilities	110.9 points below standard	
	African American	89.1 points below standard	
	American Indian		

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Asian	76.6 points below standard	
	Filipino		
	Hispanic	51.4 points below standard	
	Two or More Races	37.6 points below standard	
	Pacific Islander		
	White	40.4 points below standard	
Math State Assessment: Change in scale score	All Students	67.3 points below standard	+3 scale score points
	English Learners	83.4 points below standard	
	Foster Youth		
	Homeless	102.3 points below standard	
	Socioeconomically Disadvantaged	80.8 points below standard	
	Students with Disabilities	147.1 points below standard	
	African American	125.3 points below standard	
	American Indian		
	Asian	98.2 points below standard	
	Filipino		
	Hispanic	55.6 points below standard	
	Two or More Races	43.6 points below standard	
	Pacific Islander		
	White	47.4 points below standard	

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	57%	+2%
English Learner Reclassification: Percentage of English language learners who are reclassified to Fluent English Proficient	10.97%	+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	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	10,000	2025 - 2026 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	2,500	2025 - 2026 School Year

1.3	Provide 4 FTE Intervention Teachers ELA PC 32284 PC 29544 PC 33306	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Asian	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	295,500 136,051	2025 - 2026 School Year
1.4	Provide Supplemental ELD Materials including but not limited to EL Achieve	All Students X English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	2,500	2025 - 2026 School Year
1.5	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	2025 - 2026 School Year

1.6	Provide 1 FTE Intervention Teacher Math (ELO)	All Students English Learners Low-Income Students Foster Youth X Lowest Performing Asian and students with disabilities			2025 - 2026 School Year
1.7	Educational Technology, Programs, Headphones, iPads, and Licenses	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year
1.8	Intervention Materials, Student Planners, and Supplies	X All Students English Learners Low-Income Students Foster Youth Lowest Performing Homeless	LCFF Supplemental Site Allocation	3627	2025 - 2026 School Year
1.9	Pay Kinder teachers to do student assessments prior to the start of the school year.	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation	7250	2025-2026 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: 2024-25

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 mutiple data points collected thoroughout the year. We utilized one time data such as the Parent Climate Survey, and street data that was collected at mulitple 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 our staff 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. We are purchasing more assessment materials for more indepth assessments to better support all learners. We are investing in more collaboration and professional development and we are prioritizing building strong home/school connections in more positive ways.

2025-26
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, Writing, PBIS, LETRs, and and other program we need) for staff to meet the needs of all students. We will spend more collaboration time focusing on Professional Learning Communities to give teachers time to work together to support all learners. We have a writing focus and will spend in professional development working on writing, student engagement, and student discourse. We will continue our PBIS program to incentivize good attendance and to make school more successful for all students. We will continue to build incentives that students want and are willing to work for to gain better buy in. We will work with our Attendance Improvement Department to support our Homeless students earlier to make sure that school is accessible to them.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
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	28.4% Chronically Absent	-0.5%
	English Learners	23.4% Chronically Absent	
	Foster Youth		
	Homeless	49.5% Chronically Absent	
	Socioeconomically Disadvantaged	31.1% Chronically Absent	

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
	Students with Disabilities	38% Chronically Absent	
	African American	53.8% Chronically Absent	
	American Indian		
	Asian	16.3% Chronically Absent	
	Filipino		
	Hispanic	26.9% Chronically Absent	
	Two or More Races	25% Chronically Absent	
	Pacific Islander		
	White	26.4% Chronically Absent	
Attendance: Percentage of the school year attended for students in TK-12	92.2%		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.	2		-1
Graduation Rate: Percentage of students who graduate high school within 4 or 5 years.	All Students English Learners Foster Youth Homeless Socioeconomically Disadvantaged Students with Disabilities		N/A

Metric/Indicator	Baseline 2024-25	Expected Outcome 2025-26
	African American American Indian Asian Filipino Hispanic Two or More Races Pacific Islander	

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	2025 - 2026 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	2025 - 2026 School Year

2.3	Educational Assemblies	All Students X English Learners X Low-Income Students X Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	2,807	2025 - 2026 School Year
2.4	Educational Fieldtrips	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	8,448	2025 - 2026 School Year
2.5	After School Sports, Tutoring, Drama and Dance classes	All Students English Learners Low-Income Students Foster Youth X Lowest Performing White	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	1,000	2025 - 2026 School Year

2.6	Provide Leadership classes, Afterschool events,BSU and other clubs, and yearbooks	All Students English Learners Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	3,000	2025 - 2026 School Year
2.7	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 Site Allocation 3000-3999: Employee Benefits	18,818 9,098	2025 - 2026 School Year
2.8	Provide Mentors to build relationship and increases student	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year

	engagement and connection				
2.9	College and Career Fieldtrips, Materials and Supplies/ AVID	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year
2.10	.5 School Counselor	X All Students English Learners Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation	99,766	

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: 2024-25

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. We also did regular surveys on our weekly Edison Updates SMORE to gather quick data from parents regarding things that we could improve here at Edison.

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. We continue to work on students safety, especially in the parking lot, and we are looking for ways to teach parents how our parking lots works and how we can better support our students, especially at the end of the day.

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

Based on our data we are going to continue our work to provide our staff with modules to support connection between parents, staff and students. We are going to continue our work with the mentoring group STORM and we will have them on campus five days a week. 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. We are going to add more opportunities for parents to support fieldtrips and other school events that require parent participation (Dia de los Ninos, Field Day, Jog a Thon, ect.....). We will continue to have a parent handbook and a weekly Edison Updates SMORE with crucial information to keep home and school connected. We will continue to utilize Talking Points to parents get information that is already translated for them. By building stronger relationships with families and by utilizing mentors and support staff to work with students we anticipate a drop in school suspensions. We only suspend for fighting, weapons and drugs/alcohol. By utilizing support staff and Navigate 360 to help educate students about other choices and ways to be successful at school we anticipate a significant drop in suspensions next year.

2025-26

Identified Need

Mentors for students 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. More after school safety monitoring. We need to do more education around vapes and other drugs that students are encountering and using and that parents may not be aware of. We would like to do a Parent Literacy Training for our parents that builds strong relationships between school and home.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
Suspension Rate: Percentage of students who were suspended for an aggregate	All Students	8.6% suspended at least one day	-0.3%

Metric/Indicator	Baseline 2024-25		Expected Outcome 2025-26
total of one full day or more anytime during the school year in TK-12.	English Learners	7.5% suspended at least one day	
	Foster Youth		
	Homeless	16.7% suspended at least one day	
	Socioeconomically Disadvantaged	10.2% suspended at least one day	
	Students with Disabilities	5.6% suspended at least one day	
	African American	22.2% suspended at least one day	
	American Indian		
	Asian	9.4% suspended at least one day	
	Filipino		
	Hispanic	5.8% suspended at least one day	
	Two or More Races	8.8% suspended at least one day	
	Pacific Islander		
	White	7.2% suspended at least one day	
Sense of Belonging: Percentage of students who respond "agree" or "strongly agree" in Sense of Belonging on the district climate survey	60.2%		60%
Safety: Percentage of students who respond "agree" or "strongly agree" in Safety on the district climate survey.	63.1%		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).	40%		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
3.1	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	6,890	2025 - 2026 School Year
3.2	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 LCFF Rec Aide Allocation	28,385 11,581 197	2025 - 2026 School Year

3.3	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	2025 - 2026 School Year
3.4	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	2025 - 2026 School Year
3.5	PBIS Training, Support and Materials	All Students X English Learners X Low-Income Students Foster Youth X Lowest Performing African American, Homeless, Hispanic, TOM, White			2025 - 2026 School Year
3.6	Family/ Parent Engagement Meetings Materials, Supplies, and Licenses	X All Students English Learners Low-Income Students Foster Youth Lowest Performing			2025 - 2026 School Year

3.7	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			2025 - 2026 School Year
3.8	Professional Conferences includindg but not limited to CADA, CAFE, Academic, and Social Emotional/PBIS	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing Homeless			2025 - 2026 School Year
3.9	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			2025 - 2026 School Year
3.10	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			2025 - 2026 School Year

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
Provide explicit language instruction to emerging bilingual students.	August 2025 - June 2026	ELD teacher			
Provide primary language support to emerging bilingual students in core content outside of ELD.	August 2025 - June 2026				
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 social emotional support and run small groups. Support students move to high school with preparation, connections with high schools and building a pathway for Dual Immersion students to attend El Camino to complete the Seal of Biliteracy.	August 2025 - June 2026	Counselor	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	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$675,882.00

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	\$4,130.00
LCFF Supplemental Site Allocation	\$115,040.00
Title I Part A Parent Involvement	\$6,890.00
Title I Part A Site Allocation	\$549,822.00

Subtotal of state or local funds included for this school: \$675,882.00

Total of federal, state, and/or local funds for this school: \$675,882.00

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	115,040	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	549,822	0.00
Title I Part A Parent Involvement	6,890	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	115,040.00
Title I Part A Parent Involvement	6,890.00
Title I Part A Site Allocation	549,822.00

Expenditures by Budget Reference

Budget Reference	Amount
	110,840.00
1000-1999: Certificated Personnel Salaries	299,031.00
2000-2999: Classified Personnel Salaries	51,136.00
3000-3999: Employee Benefits	156,730.00
4000-4999: Books And Supplies	32,390.00
5000-5999: Services And Other Operating Expenditures	25,755.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Rec Aide Allocation	197.00

2000-2999: Classified Personnel Salaries	LCFF Rec Aide Allocation	3,933.00
	LCFF Supplemental Site Allocation	3,627.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental Site Allocation	3,531.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	47,203.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	20,679.00
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	6,890.00
	Title I Part A Site Allocation	107,016.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	295,500.00
3000-3999: Employee Benefits	Title I Part A Site Allocation	136,051.00
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	460,959.00
Goal 2	153,437.00
Goal 3	61,486.00

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
Sydnee Lichtenhan-Christianson	Classroom Teacher
Amy Roberts	Classroom Teacher
Dave Spence	Classroom Teacher
Stephanie Jones	Classroom Teacher
Ryan Gantenbein	Other School Staff
Kelli Anderson	Parent or Community Member
Barbara McGuire	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 21st, 2025.

Attested:

on file	Principal, Heidi Garner on May 21, 2025
on file	SSC Chairperson, David Spence on May 21, 2025

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**asurable, **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/guidanceusesinvestment.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/guidanceusesinvestment.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: LCFF Rec Aide Allocation

\$4,130.00 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	
		\$197.00	Engaging Academic Programs	

LCFF Rec Aide Allocation Total Expenditures: \$4,130.00

LCFF Rec Aide Allocation Allocation Balance: \$0.00

Funding Source: LCFF Supplemental Site Allocation

\$115,040.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	3000-3999: Employee Benefits	\$11,581.00	Engaging Academic Programs	
Additional IA, Campus Monitor, and Rec Aide Hours to support students during and after school PC 33578	2000-2999: Classified Personnel Salaries	\$28,385.00	Engaging Academic Programs	
T-Shirts and School Spirit Activities and supplies	5000-5999: Services And Other Operating Expenditures	\$10,500.00	Engaging Academic Programs	
Provide Supplemental ELD Materials including but not limited to EL Achieve	4000-4999: Books And Supplies	\$2,500.00	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	

Thomas Edison Language Institute

Intervention Materials, Student Planners, and Supplies		\$3,627.00	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
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, and yearbooks	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	\$18,818.00	Healthy Environments for Socio-Emotional Growth
Supplemental Educational Materials	4000-4999: Books And Supplies	\$10,000.00	Connected School Communities
Extra Academic Supplies	4000-4999: Books And Supplies	\$2,500.00	Connected School Communities
	3000-3999: Employee Benefits	\$9,098.00	Healthy Environments for Socio-Emotional Growth

LCFF Supplemental Site Allocation Total Expenditures: \$115,040.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

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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	

Other Total Expenditures: \$1,800.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement

\$6,890.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies and Materials for Family Events/Nights/Meetings	4000-4999: Books And Supplies	\$6,890.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures: \$6,890.00

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

Funding Source: Title I Part A Site Allocation

\$549,822.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide 4 FTE Intervention Teachers ELA PC 32284 PC 29544 PC 33306	1000-1999: Certificated Personnel Salaries	\$295,500.00	Connected School Communities	
.5 School Counselor		\$99,766.00	Healthy Environments for Socio-Emotional Growth	

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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
Pay Kinder teachers to do student assessments prior to the start of the school year.		\$7,250.00	Connected School Communities
	3000-3999: Employee Benefits	\$136,051.00	Connected School Communities
DI/EI Parent Engagement meetings and after school tutoring and parent meetings		\$6,500.00	Clear Pathways to Bright Futures
Provide 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

Title I Part A Site Allocation Total Expenditures: \$586,722.00

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

Thomas Edison Language Institute Total Expenditures: \$714,582.00