School Year: **2026-27**

School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Thomas Edison Language Institute K-8	34-67447-6034540	May 27, 2026	June 23, 2026

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)

X Schoolwide Program

X Targeted Support and Improvement

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

Thomas Edison Language Institute K-8 met the criteria for TSI for the following indicators and/or student groups: Two or more races - Chronic Absenteeism

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).

Table of Contents

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

The development and annual review of the SPSA at Elementary involved a collaborative and inclusive process. The School Site Council (SSC) convened for four meetings throughout the year to review data, discuss priorities, and provide input on the SPSA. In addition, Schweitzer staff were engaged in the process through discussions and feedback opportunities aligned to instructional goals and student needs. Input was also gathered from English Learner Advisory Committee (ELAC) members to ensure the perspectives of families of English learners were included. Schweitzer families were also provided opportunities to share feedback and input, helping to ensure the plan reflects the broader school community. This collective input informed the development, refinement, and approval of the SPSA and its annual update.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
American Indian	0.70%	%	%	6		
African American	10.89%	8.38%	7.15%	94	74	66
Asian	14.25%	16.76%	19.83%	123	148	183
Filipino	0.23%	0.11%	0.11%	2	1	1
Hispanic/Latino	48.20%	47.90%	46.80%	416	423	432
Pacific Islander	0.70%	1.13%	0.76%	6	10	7
White	18.77%	18.69%	18.74%	162	165	173
Multiple/No Response	6.26%	7.02%	6.61%	54	62	61
			Total Enrollment	863	883	923

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	23-24	24-25	25-26
Transitional Kindergarten		22	23
Kindergarten	108		107
Grade 1	108		106
Grade 2	102		109
Grade3	107		107
Grade 4	99		106
Grade 5	105		105
Grade 6	87		93
Grade 7	72		89
Grade 8	53		78
Total Enrollment	863		923

School and Student Performance Data

Student Enrollment
English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	23-24	24-25	25-26	23-24	24-25	25-26
English Learners	298	305	329	37.9%	34.5%	35.6%
Fluent English Proficient (FEP)	126	141	151	9.9%	14.6%	16.4%
Reclassified Fluent English Proficient (RFEP)	42				10.97%	

School and Student Performance Data

Student Population

The 2025 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.

2024-25 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
883	**77.1%**	**34.5%**	**0.2%**
Total Number of Students enrolled in Thomas Edison Language Institute K-8.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2024-25 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	305	34.5%
Foster Youth	2	0.2%
Homeless	46	5.2%
Socioeconomically Disadvantaged	681	77.1%
Students with Disabilities	126	14.3%

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	74	8.4%
American Indian	0	0.0%
Asian	148	16.8%
Filipino	1	0.1%
Hispanic	423	47.9%
Two or More Races	62	7%
Pacific Islander	10	1.1%
White	165	18.7%

School and Student Performance Data

Overall Performance

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

2025 Fall Dashboard Overall Performance for All Students

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

School and Student Performance Data

Academic Performance
English Language Arts

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard English Language Arts Equity Report

Red	Orange	Yellow	Green	Blue
4	3	1	0	0

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.

2025 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Red	No Performance Color
60.1 points below standard	88.2 points below standard	105.3 points below standard
Maintained -2.1 points	Declined 6 points	Increased 7.6 points
492 Students	250 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Orange
0 Students	82.5 points below standard	68.9 points below standard
	Maintained 1.5 points	Maintained 0.2 points
	40 Students	405 Students

Students with Disabilities	African American	American Indian
Red 119.4 points below standard Declined 8.5 points 73 Students	Orange 85.8 points below standard Increased 3.3 points 44 Students	No Performance Color 0 Students

Asian	Filipino	Hispanic
Red 80.2 points below standard Declined 3.6 points 78 Students	No Performance Color 0 Students	Orange 61.9 points below standard Declined 10.5 points 247 Students

Two or More Races	Pacific Islander	White
No Performance Color 41 points below standard Declined 3.4 points 32 Students	No Performance Color Fewer than 11 students - No Data for Privacy 6 Students	Yellow 29.1 points below standard Increased 11.3 points 85 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.

Thomas Edison has four low performing student groups, Homeless students, Asian students, Students with Disabilities and English Learners.

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

Upon reflection, we realize that these subgroups have not had the support they need. For example, we had three English Language Development Teachers last year, this year we have four. Last year we had two Special Educatoin Resource Teachers, and this year we have two and a half. We have started to work more closely with our McKinney Vento Liaison to provide more support for our homeless students, while making sure we are providing them with basic necessities that support students in and out of school.   We have worked with the McKinney Vento team to provide rideshares for students whose families are displaced and unable to transport their cihldren to and from school. We have also been able to provide gas cards to help offset the cost of gas for our McKinney Vento families. We were unable to provide these things last year. We have worked with the FACE Department to hold student and famiily support meetings for our Refugee and ELD students and their families to help them feel connexted and to better help them understand our educational system.

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

We continue to need more EL Achieve materials for our upper grade students along with supplemental materials like workbooks to facilitate our ELD programs and learners. We need continued training for staff to provide support for our

ELD students in all classes they attend. We may need more instructional assistant support for our students with special needs, ELD, and McKinney Vento. We will be losing two and a half counselors/social workers next year and they have been able to provide a lot of extra support for our most marginalized students. We also need to invest in techology that supports student's learning in a variety of ways, (touchscreen televeision, document cameras, software that supports student's learning and headphones/earbuds that support students work. Also providing Universal Access time with proper materials, teacher training and supplies is critical to our student's success.

School and Student Performance Data

Academic Performance
Mathematics

The 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
3	5	0	0	0

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.

2025 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
68.3 points below standard	88.5 points below standard	115.5 points below standard
Maintained -1 points	Declined 5.1 points	Increased 57.9 points
501 Students	261 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Orange
0 Students	108.6 points below standard	78.4 points below standard
	Declined 6.3 points	Maintained 2.4 points
	40 Students	414 Students

Students with Disabilities	African American	American Indian
Orange	Red	No Performance Color
121.1 points below standard	126 points below standard	0 Students
Increased 26 points	Maintained -0.7 points	
72 Students	43 Students	

Asian	Filipino	Hispanic
Red	No Performance Color	Orange
99.3 points below standard	0 Students	55.5 points below standard
Maintained -1 points		Maintained 0 points
86 Students		246 Students

Two or More Races	Pacific Islander	White
No Performance Color	No Performance Color	Orange
47.3 points below standard	Fewer than 11 students - No Data for Privacy	50.7 points below standard
Declined 3.7 points	6 Students	Declined 3.2 points
32 Students		88 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.

The lowest performing students groups are Homeless, African American, and Asian students.

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

We hae been very focused on our English Language Arts instruction, materials and support. We are getting a new math adoption next year and we will alll need to focus on training, collaboration and knowing and understanding the standards. This year we had some math support but could use a lot more. We will beneifit from providing our students with math curriculum more aligned to the standards, teacher training and support for better, more targeted instruction and training to make sure we are meeting the needs of all students. We will benefit from additional materials and supplies and time to collaborate at grade levels to utilize data, watch each other teach and to have time to calibrate our teaching by grade level.

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

We will need extra support mateirals, teacher training, more math support groups collaboration time with grade level partners, and time to gather and utilize data to drive our instruction and remediation. We would also benefit from touchscreen televisions, headphones, document cameras and other supplies to supplement studet learning.

School and Student Performance Data

Academic Performance
Science

The 2025 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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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Science Equity Report				
Red	Orange	Yellow	Green	Blue
0	1	1	1	0

This section provides a view of how well students are meeting grade-level standards on the Science 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.

2025 Fall Dashboard Science Performance for All Students/Student Group		
All Students	**English Learners**	**Long-Term English Learners**
Green	Orange	No Performance Color
47.2 science points	41.2 science points	Fewer than 11 students - No Data for Privacy
Increased 3.2 points	Maintained 0.2 points	7 Students
153 Students	81 Students	
Foster Youth	**Homeless**	**Socioeconomically Disadvantaged**
No Performance Color	No Performance Color	Green
0 Students	Fewer than 11 students - No Data for Privacy	45.4 science points
	9 Students	Increased 4.2 points
		131 Students

Students with Disabilities

No Performance Color

34.2 science points

Increased 3.2 points

25 Students

African American

No Performance Color

30.9 science points

Maintained -1.1 points

14 Students

American Indian

No Performance Color

0 Students

Asian

No Performance Color

41.8 science points

Maintained 0.8 points

25 Students

Filipino

No Performance Color

0 Students

Hispanic

Yellow

49.2 science points

Maintained 0 points

79 Students

Two or More Races

No Performance Color

52.8 science points

13 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

2 Students

White

No Performance Color

54 science points

Increased 18 points

20 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.

English Learners and Hispanics are our lowest groups.

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

Upon reflection, we believe that there are multiple causes for these findings. First, our staff has been really working to get away from book drien science into hands on science . As we are moving to more hands on science we are seeing better engagement and more time spent working on it. We recognize that we need to spend more time diving into the standards and aligning our lessons so we better meet each grade level standard. Giving dedicated science time and space has also allowed our students to learn and grow. We hae also aligned our Technology Specialist time with more standards driven science lessons which support the grade level standards.

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

We may need to do more Spanish language science vocabulary building, and dedicate more time to science in our Dual Immersion classrooms. We may need to purchase science materials in Spanish, along with materials to support hands on science projects. We also will need more professional development to better support our studnets.

School and Student Performance Data

Academic Performance
English Learner Progress

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

2025 Fall Dashboard English Learner Progress Indicator

English Learner Progress	Long-Term English Learner Progress
Orange	No Performance Color
51.1 making progress.	78.6 making progress.
Number Students: 233 Students	Number Students: 14 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.

2025 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
10.5%	37.6%	1.3%	50.7%

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

It appears that our Long Term English Learners are making good progress with 78.6%making progress. However, our maintained groups are 38.9% of our ELD students and this number needs to move to progressed. While 50.7% of students did make growth we need to foucs on all of our groups, espcially our decreased and maintained groups. These students should be making more growth. These students give us a really great opportunity to improve our students English Language Proficiency.

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

Last year we had three ELD teachers and we realized that we needed more support so we have moved to four ELD teachers for more precise ELD groups with EL Achieve materials that support each group and each learner for maximum growth. We will benefit from more supplemental EL Achieve mateirals to stretch our learners and we will benefit from more teacher training in GLAD and other ELD supported programs.

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

We have hired a fourth ELD teacher, we need more materials to provide more individualized instruction for each ELD student. We also need to continue our professional development to support our ELD students no matter what class they are in throughout the school.

School and Student Performance Data

Academic Performance
College/Career Report

The 2025 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 provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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.

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

Academic Engagement
Chronic Absenteeism

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue

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.

2025 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Orange	Orange	No Performance Color
25.5% Chronically Absent	22.3% Chronically Absent	12.5% Chronically Absent
Declined 2.9	Declined 1.1	Declined 22.5
941 Students	350 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Red	Orange
Fewer than 11 students - No Data for Privacy	56.9% Chronically Absent	28.3% Chronically Absent
	Increased 7.4	Declined 2.8
2 Students	65 Students	759 Students

Students with Disabilities

Yellow

33.8% Chronically Absent

Declined 4.3

160 Students

African American

Red

58.3% Chronically Absent

Increased 4.5

84 Students

American Indian

No Performance Color

0 Students

Asian

Orange

18.9% Chronically Absent

Increased 2.6

169 Students

Filipino

No Performance Color

Fewer than 11 students - No Data for Privacy

1 Student

Hispanic

Yellow

23.9% Chronically Absent

Declined 3.1

440 Students

Two or More Races

Red

29.7% Chronically Absent

Increased 4.7

64 Students

Pacific Islander

No Performance Color

Fewer than 11 students - No Data for Privacy

10 Students

White

Yellow

19.1% Chronically Absent

Declined 7.3

173 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.

Two or more races, Homeless, African American, and Asian studentsare our lowest performing students.

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

Last year we really tried to focus on supporting any students who were struggling to attend regularly. There are mutliple factors that lead to chronic absenteeism, however, there are two major issues that we need to address. First, we have a lot of students who are "overloaded" from schools that are full and have waiting lists. Very often it is quite a distance from their home school ot our school and transportation is very limited. The other issue involves homeless students who are protected by McKinney Vento laws that allow students who are homeless or doubled up to stay in their "school of best interest" even if they lack the transportation to get to our school.

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

We need more bus passes, more support staff like Counselors and Social Workers to help support these families. We also need gas money to help support homeless students who can't afford to drive a great distance to get to school. We also want ot improve student engagement so students are more motivated to come to school. We would like more interactive televisions and technology such as document cameras, headphones and Chromebooks to help students feel more engaged and excited about learning.

School and Student Performance Data

Academic Engagement
Graduation Rate

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Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

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

2025 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 2025 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.”

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2025 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	3	6	0	0

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.

2025 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Long-Term English Learners
Yellow	Yellow	No Performance Color
6.4% suspended at least one day	5% suspended at least one day	18.8% suspended at least one day
Declined 2.2%	Declined 2.5%	Increased 13.8%
967 Students	362 Students	16 Students

Foster Youth	Homeless	Socioeconomically Disadvantaged
No Performance Color	Orange	Yellow
Fewer than 11 students - No Data for Privacy	11.3% suspended at least one day	7.2% suspended at least one day
	Declined 5.4%	Declined 3.1%
2 Students	71 Students	783 Students

Students with Disabilities	African American	American Indian
Yellow	Orange	No Performance Color
3.7% suspended at least one day	14.6% suspended at least one day	0 Students
Declined 1.9%	Declined 7.6%	
162 Students	89 Students	

Asian	Filipino	Hispanic
Yellow	No Performance Color	Yellow
5.1% suspended at least one day	Fewer than 11 students - No Data for Privacy	5.4% suspended at least one day
Declined 4.2%	2 Students	Declined 0.4%
175 Students		446 Students

Two or More Races	Pacific Islander	White
Orange	No Performance Color	Yellow
7.5% suspended at least one day	Fewer than 11 students - No Data for Privacy	6.2% suspended at least one day
Declined 1.3%	10 Students	Declined 1%
67 Students		178 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 Homeless, African American, and Two or More Races.

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

Our Homeless students are often living in cars, on couches or with other family and friends which can be stressful. When students are tired, traumatized or struggling to get to school on time it can lead to frustrations that spill over into violence. We only suspend for drugs, fighting and weapons. We also work really hard to prevent issues before they start by having Social Workers and Counselors greeting students as they arrive, doing in class lessons on dealing with stress and trauma, and having a "Safe Space" in our Counseling office that allows students to decompress and reconnect when they are overwhelmed.

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

We need more support staff to work with families and outreach programs to help make sure students get to school on time every day. We also need fidgets, therabands, calm down stations, and spaces and programs to help us better meet the social emotional needs of all students, especially our Homeless, Two or more races and Aftican American students and their families. We also want to make sure that all students know how to get help if there is a problem.

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: 2025-26

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

ANALYSIS

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

We utilize CAASPP, iReady, formative and summative assessments, ELPAC, attendance data, and basic assessment of student skills to determine how to best support all of our students. We have implemented a tiered system of support called Universal Access and we have built in time four days a week for forty minutes for every child in the school to get speifici support in a smaller group setting to help boost their acaemic skills. Data is used to place students and they can go to one of five Intervention Teachers, four ELD teachers, or one of four grade level teachers.   Our Intervention teachers meet weekly to review data and to see what else students may need to be successful.   All students are able to move groups when they are ready to help boost their skills.Our teachers also meet in Professional Learning Teams to discuss all students in the grade and how they can better support them. They also attend professional development and other trainings to better support all learners.

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

While we are seeing good growth in all areas, we realize that teachers need more time to sit down to look at data and plan for all of their students. We find that while we expect teachers to utilize collaboration time, or preps to meet to discuss students, as well as, PLT meetings, teachers do not get dedicated time that allows them to actually take a deep data dive and schedule time to meet and plan all together for the benefit of all children.   We also realize that we need more training especially around writing and the new math adoption. We also realize that our most struggling and marginalized students may need extra support materials designed to increase student learning and to help make learning more structured. We also need our Intervention and ELD teachers to allow us to create smaller groups for esch student in each grade level to maximize their learning and push them as far as they can go. Finally, we will continue to use the latest technology to support our students and to help increase student engagement while focusing and working without technology to help make learning more meaningful and interesting.

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

We are adding more supplemental materials to address student needs above and below grade level.   We are getting our staff more time to focus on data and planning and professional development to build their skills and support the new math adoption and writing. We need to keep our support staff and make sure that all students are getting what they need based on data. We need to continue to focus on college an dcareer and social emotioanl wellness and learning.   We will also continue to build strong relationships with families by sharing data regularly . By partnering with parents we expect to see improvement in all areas.

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. We will also purchase more supplemental technology, licenses, and materials to support our neediest students. We will also provide a .5 Counselor to support student learning and college and career readiness as funds become available.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26		Expected Outcome 2026-27
ELA State Assessment: Change in scale score	All Students	60.1 points below standard	+3 scale score points
	English Learners	88.2 points below standard	
	Foster Youth		

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Homeless: 82.5 points below standard Socioeconomically Disadvantaged: 68.9 points below standard Students with Disabilities: 119.4 points below standard African American: 85.8 points below standard American Indian Asian: 80.2 points below standard Filipino Hispanic: 61.9 points below standard Two or More Races: 41 points below standard Pacific Islander White: 29.1 points below standard	
Math State Assessment: Change in scale score	All Students: 68.3 points below standard English Learners: 88.5 points below standard Foster Youth Homeless: 108.6 points below standard Socioeconomically Disadvantaged: 78.4 points below standard Students with Disabilities: 121.1 points below standard African American: 126 points below standard American Indian Asian: 99.3 points below standard	+3 scale score points

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Filipino Hispanic 55.5 points below standard Two or More Races 47.3 points below standard Pacific Islander White 50.7 points below standard	
English Language Learner State Assessment: Change in percentage of English language learners making progress on ELPAC	51.1	+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	Provide a .2 Math Support Class for Middle School students, as funds become available.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	50,722	School Year 2026-2027

1.2	Purchase technology for student engagement and success including but not limited to SMART TVs, Document Cameras, Printers,licenses, software, and headphones/earbuds, as funds become available.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 4000-4999: Books And Supplies LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	1800 1900	School Year 2026-2027
1.3	Provide 3.0 FTE Intervention Teachers to support student learning in ELA and Math. PC 32284 PC 29544 PC 29543	X All Students English Learners Low-Income Students Foster Youth X Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries Title I Part A Site Allocation 3000-3999: Employee Benefits	410,296	School Year 2026-2027
1.4	Provide supplemental instructional materials and educational assemblies for all academic areas.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	20,000 5,000	School Year 2026-2027

			Title I Part A Site Allocation 4000-4999: Books And Supplies		
1.5	Professional development costs and substitute services for classroom teachers to engage in professional development opportunities around Dual Immersion program, writing and math focuses and all academic areas, as funding allows.	X All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	10500 10312	School Year 2026-2027
1.6		All Students English Learners Low-Income Students Foster Youth Lowest Performing			

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: 2025-26

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?

By utilizing attendance data, academic data, parent and student surveys and listening circles, along with street data through conversations and or attending parent events to discuss needs that we can support to improve attendance, academics and famiily/community engagement.

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

Thomas Edison has had a focus on engaging students through multiple strategies, including, Culturally Responsive Teaching Strategies, Parent connections with weekly Parent SMOREs, Talking Points, Family Math Science Night, International Night, Cafecito (a meeting for parents to come together over "coffee or tea") in partnership with our PTA, we have done PBIS training focusing on positive contacts with all parents. We have provided extra counsleing time to support parents and students in feeling safe and successful at Edison. We have also been part of the Network Improvement Community (NIC) to help us narrow down how we can better connect with our families to improve attendance, academics and participation in all of the facets of school that lead to students success. After spending most of the year looking at allo of our data we have determined that we need more positive parent communication and engagement. We need to provide more time for teachers to look at every student's date and time to call and share the positives about each student, we need more positive rewards and incentives to get everyone involved in our school and their child's education.   We need to provide more opportunities for students to feel connected through sports, clubs and classes that help students build healthy relationships and a sense of belonging.

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

We would like to continue our PBIS model with positive parent calls but we realize we need to make sure that all teachers have time to make these calls.   We need more support for students in crisis who need a counselor or support staff to help them and get them back to class.   We need more opportuniites for students to feel connected and engaged outside of the classroom through sports, dance, BSU, and Leadership classes and oppportunities. We need to continue to utilize data to build our relationships and to help families see that we know and understand their children and that we will do everything we can to support and engage them.

2025-26

Identified Need

We need more counseling, more time for teachers to reach out and connect with families in a positive more proactive manner, we need to maintain our current PBIS program and we need to find more opportunities for students to feel connected and part of the Edison commmunity with BSU, sports teams, leadership opportunities and dance teams they can join with no monetary obstacles preventing them from feeling like they belong..............especially our socioeconomically disadvantaged students , homeless students, English Learners, and students with disabilities.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
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: 25.5% Chronically Absent English Learners: 22.3% Chronically Absent Foster Youth: Homeless: 56.9% Chronically Absent Socioeconomically Disadvantaged: 28.3% Chronically Absent Students with Disabilities: 33.8% Chronically Absent	-0.5%

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	African American 58.3% Chronically Absent American Indian Asian 18.9% Chronically Absent Filipino Hispanic 23.9% Chronically Absent Two or More Races 29.7% Chronically Absent Pacific Islander White 19.1% 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 African American	N/A

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	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, Board policy aligned refreshments and PBIS/Tiger Cart/Rewards and Incentives.	X All Students X English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 4000-4999: Books And Supplies	15,000	School Year 2026-2027
2.2	Provide co-curricular materials including Leadership classes materials, stipends, and supplies for after-school events, BSU and other	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	10,000 100	School Year 2026-2027

	clubs, and yearbooks. Extra-curricular programs and staff stipends to enrich student learning and connectedness.		Title I Part A Site Allocation 4000-4999: Books And Supplies		
2.3	Educational field trips as approved, AVID College and Career field trips, transportation, materials and supplies and substitutes.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures	2600 10000	School Year 2026-2027
2.4	0.5 School Counselor as funds become available to provide student support and college and career readiness, as funds allow.	X All Students English Learners X Low-Income Students Foster Youth Lowest Performing	Title I Part A Site Allocation 1000-1999: Certificated Personnel Salaries	93,713	School Year 2026-2027

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: 2025-26

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 mutliple data points collectied thorughout the year. We utilzed 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 utilzed 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 utlized 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)

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 buiild strong relatiionships 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, as funds become avaiable, and we will have them on campus five days a week. We will continue to utilize parent liaiasons 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 untilizing mentors and support staff to work with students we anticipate a drop in school suspensions. We only suspend for fighting, weapons and drugs/alcohol.

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 2025-26		Expected Outcome 2026-27
Suspension Rate: Percentage of students who were suspended for an aggregate total of one full day or more anytime during the school year in TK-12.	All Students	6.4% suspended at least one day	-0.3%
	English Learners	5% suspended at least one day	

Metric/Indicator	Baseline 2025-26	Expected Outcome 2026-27
	Foster Youth Homeless: 11.3% suspended at least one day Socioeconomically Disadvantaged: 7.2% suspended at least one day Students with Disabilities: 3.7% suspended at least one day African American: 14.6% suspended at least one day American Indian Asian: 5.1% suspended at least one day Filipino Hispanic: 5.4% suspended at least one day Two or More Races: 7.5% suspended at least one day Pacific Islander White: 6.2% 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, incentives, and materials for Family Events Nights/Meetings	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Parent Involvement 4000-4999: Books And Supplies	6,804	School Year 2026-2027
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	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 4130	School Year 2026-2027
3.3	T-Shirts and School Spirit	X All Students English Learners	LCFF Supplemental	8,500	School Year 2026-2027

	Activities and supplies to promote student engagement and connectedness.	X Low-Income Students Foster Youth Lowest Performing	Site Allocation 5000-5999: Services And Other Operating Expenditures		
3.4	Professional Conferences including but not limited to CADA, CABE, professional development, and Social Emotional/PBIS supports (LCFF) Academic focus (Title I)	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	LCFF Supplemental Site Allocation 5000-5999: Services And Other Operating Expenditures Title I Part A Site Allocation 5000-5999: Services And Other Operating Expenditures	2402 3019	School Year 2026-2027
3.5	Provide mentors to build relationships and support students with extra social and emotional	All Students X English Learners X Low-Income Students X Foster Youth X Lowest Performing	Title I Part A Site Allocation 0001-0999: Unrestricted:	100	School Year 2026-2027

		support as funds become available.		Locally Defined		

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 2026 - June 2027	ELD teacher			
Provide primary language support to emerging bilingual students in core content outside of ELD.	August 2026 - June 2027				

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, as funds become avaialble.	August 2026 - June 2027	Counselor	1000-1999: Certificated Personnel Salaries		66,091

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	118,080	0.00
LCFF Rec Aide Allocation	4,130	0.00
Title I Part A Site Allocation	578,100	250.00
Title I Part A Parent Involvement	6,804	0.00

Expenditures by Funding Source

Funding Source	Amount
LCFF Rec Aide Allocation	4,130.00
LCFF Supplemental Site Allocation	118,080.00
Title I Part A Parent Involvement	6,804.00
Title I Part A Site Allocation	577,850.00

Expenditures by Budget Reference

Budget Reference	Amount
	4,130.00
0001-0999: Unrestricted: Locally Defined	100.00
1000-1999: Certificated Personnel Salaries	554,731.00
2000-2999: Classified Personnel Salaries	28,385.00
3000-3999: Employee Benefits	11,581.00
4000-4999: Books And Supplies	50,604.00
5000-5999: Services And Other Operating Expenditures	57,333.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
	LCFF Rec Aide Allocation	4,130.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental Site Allocation	28,385.00
3000-3999: Employee Benefits	LCFF Supplemental Site Allocation	11,581.00

4000-4999: Books And Supplies	LCFF Supplemental Site Allocation	36,900.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental Site Allocation	41,214.00
4000-4999: Books And Supplies	Title I Part A Parent Involvement	6,804.00
0001-0999: Unrestricted: Locally Defined	Title I Part A Site Allocation	100.00
1000-1999: Certificated Personnel Salaries	Title I Part A Site Allocation	554,731.00
4000-4999: Books And Supplies	Title I Part A Site Allocation	6,900.00
5000-5999: Services And Other Operating Expenditures	Title I Part A Site Allocation	16,119.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	510,530.00
Goal 2	131,413.00
Goal 3	64,921.00

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
Jennifer Swift	Other School Staff
Barbara McGuire	Parent or Community Member
Selena Cappa	Parent or Community Member
Sarai Perry	Parent or Community Member
Selena Cappa	Parent or Community Member
Haley Crowley	Parent or Community Member
Desiree Velasco	Parent or Community Member
Ana Quinonez	Parent or Community Member
Ryan Gantenbein	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
Elvira Alo	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 27,2026.

Attested:

Heidi Garn	Principal, Heidi Garner on May 27, 2026
Dave Spence	SSC Chairperson, David Spence on May 27, 2026

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.

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

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

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

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

Annual Review

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

Analysis

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

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.

- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

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

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.
From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

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

- Total Funds Provided to the School Through the Consolidated Application: This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.

- Total Funds Budgeted for Strategies to Meet the Goals in the SPSA: This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:

   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.

      1. The comprehensive needs assessment of the entire school shall:

         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and

         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—

            i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and

            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and

            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.

            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.

            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.

   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:

   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

   1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--

      a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards

      b. use methods and instructional strategies that:

         i. strengthen the academic program in the school,

         ii. increase the amount and quality of learning time, and

         iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.

      c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:

         i. strategies to improve students' skills outside the academic subject areas;

         ii. preparation for and awareness of opportunities for postsecondary education and the workforce;

         iii. implementation of a schoolwide tiered model to prevent and address problem behavior;

         iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and

         v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).

   1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;

   2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and

   3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).

F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to

   1. Ensure that those students' difficulties are identified on a timely basis; and

   2. Provide sufficient information on which to base effective assistance to those students.

G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.

H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseinvestment.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/guidanceuseseinvestment.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
		$4,130.00	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 **$118,080.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide supplemental instructional materials and educational assemblies for all academic areas.	4000-4999: Books And Supplies	$20,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	$10,312.00	Connected School Communities	
PBIS Training, Board policy aligned refreshments and PBIS/Tiger Cart/Rewards and Incentives.	4000-4999: Books And Supplies	$15,000.00	Healthy Environments for Socio-Emotional Growth	
Provide co-curricular materials including Leadership classes materials, stipends, and supplies for after-school events, BSU and other clubs, and yearbooks. Extra-curricular programs and staff stipends to enrich student learning and connectedness.	5000-5999: Services And Other Operating Expenditures	$10,000.00	Healthy Environments for Socio-Emotional Growth	
	4000-4999: Books And Supplies	$1,900.00	Connected School Communities	

	5000-5999: Services And Other Operating Expenditures	$10,000.00	Healthy Environments for Socio-Emotional Growth	
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 to promote student engagement and connectedness.	5000-5999: Services And Other Operating Expenditures	$8,500.00	Engaging Academic Programs	
Professional Conferences including but not limited to CADA, CABE, professional development, and Social Emotional/PBIS supports (LCFF) Academic focus (Title I)	5000-5999: Services And Other Operating Expenditures	$2,402.00	Engaging Academic Programs	
	3000-3999: Employee Benefits	$11,581.00	Engaging Academic Programs	

LCFF Supplemental Site Allocation Total Expenditures: $118,080.00

LCFF Supplemental Site Allocation Allocation Balance: $0.00

Funding Source: Other **$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Offer college and career information to families, utilizing district high school counselors, through a dinner and drive in movie event. Plan and implement one college trip, as available. Grant funded.		$1,800.00	Clear Pathways to Bright Futures	

Other Total Expenditures: $1,800.00

Other Allocation Balance: $0.00

Thomas Edison Language Institute

Funding Source: Title I Part A Parent Involvement **$6,804.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Supplies, incentives, and materials for Family Events Nights/Meetings	4000-4999: Books And Supplies	$6,804.00	Engaging Academic Programs	

Title I Part A Parent Involvement Total Expenditures:	$6,804.00
Title I Part A Parent Involvement Allocation Balance:	$0.00

Funding Source: Title I Part A Site Allocation **$578,100.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	$5,000.00	Connected School Communities	
	5000-5999: Services And Other Operating Expenditures	$3,019.00	Engaging Academic Programs	
	0001-0999: Unrestricted: Locally Defined	$100.00	Engaging Academic Programs	
Educational field trips as approved, AVID College and Career field trips, transportation, materials and supplies and substitutes.	5000-5999: Services And Other Operating Expenditures	$2,600.00	Healthy Environments for Socio-Emotional Growth	
0.5 School Counselor as funds become available to provide student support and college and career readiness, as funds allow.	1000-1999: Certificated Personnel Salaries	$93,713.00	Healthy Environments for Socio-Emotional Growth	
	4000-4999: Books And Supplies	$100.00	Healthy Environments for Socio-Emotional Growth	

Thomas Edison Language Institute

Professional development costs and substitute services for classroom teachers to engage in professional development opportunities around Dual Immersion program, writing and math focuses and all academic areas, as funding allows.	5000-5999: Services And Other Operating Expenditures	$10,500.00	Connected School Communities
Provide a .2 Math Support Class for Middle School students, as funds become available.	1000-1999: Certificated Personnel Salaries	$50,722.00	Connected School Communities
Purchase technology for student engagement and success including but not limited to SMART TVs, Document Cameras, Printers,licenses, software, and headphones/earbuds, as funds become available.	4000-4999: Books And Supplies	$1,800.00	Connected School Communities
Provide 3.0 FTE Intervention Teachers to support student learning in ELA and Math. PC 32284 PC 29544 PC 29543	1000-1999: Certificated Personnel Salaries	$410,296.00	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:	$614,750.00
Title I Part A Site Allocation Allocation Balance:	$250.00
Thomas Edison Language Institute Total Expenditures:	$745,564.00