

School Year: 2020-21



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		November 17, 2020

Purpose and Plan Summary

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

Schoolwide Program

Additional Targeted Support and Improvement

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

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

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

Goal 1: Connected School Communities

Goal 2: Healthy Environments for Socio-Emotional Growth

Goal 3: Engaging Academic Programs

Goal 4: Clear Pathways to Bright Futures

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

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

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

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Comprehensive Needs Assessment Components

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

Data Analysis

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

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

Due to the Corona Virus Pandemic and resulting shift to distance learning, possible hybrid learning later in the school year and potential return to full on-site learning, the 2020-21 Comprehensive Needs Assessment is based on data received prior to the shelter-in-place. We determined that learning loss has been exacerbated by loss of in person instruction. We are continuing to focus on academic results.

Target groups:

Analysis prior to Distance Learning:

Overall student performance in ELA, based on state and local assessments has made growth over the last two years, Spring CAASPP results show 81.6% of students are not meeting CA state grade level standards. Although when you look at the English Language Learners/ELL, 91.4% of the ELL population were not meeting grade level standards in ELA. This percentage shows a 1.8% increase in the number of ELL students not meeting ELA standards in the last year. When looking at the ELPAC overall scores, students who scored at a Level 2 showed an increase by almost 5.25% and the students at a Level 4 decreased by 8.9%. Additionally, when looking at the ELPAC Oral scores, it was observed at 5.5% increase in Level 3 and a decrease in Level 4 by 7.8%. We note an alarming gap between the growth of English Only students and those identified as English Language Learners. Students with Disabilities maintained a low status and changed to "red" on 2018 CA School Dashboard in ELA.

According to the District Survey from the 2019-2020 school year results in school culture indicate that 71.4% of students feel a part of the school community and feel they are respected by others at Thomas Edison. This an increase from the previous year of 13.5% and is almost 14% from the district goal of 85%, 89.7% of families and 75.9% of staff feel that they are part of the school community and feel respected by others at Carmichael. This is an increase from the year prior of 7% from families and a increase of 20% from staff. The District Survey also indicates that only 58.1% of students feel that the school is caring, positive and nurturing. This is a increase of 3% from 2018-2019 and 22.7% from the districts goals of 85%.

The District student information system indicates an overall attendance rate of 49.3% with a chronic absenteeism rate of 50.7% in the 2018-2019 school year at Thomas Edison. The overall attendance rate decreased by 1.4% from the previous year and the chronic absenteeism decreased by 1%. When looking at Chronic Absenteeism of students with disabilities status and change indicate "red" in the CA Dashboard, showing a high percentage of students with disabilities are chronically absent.

Student Group Report for 2019

Student Group	Chronic Absenteeism	Suspension Rate	Graduation Rate	College/Career	English Language Arts	Mathematics
All Students	Orange	Red	None	None	Orange	Yellow
English Learners	Yellow	Orange	None	None	Red	Yellow
Foster Youth	None	None	None	None	None	None
Homeless	Red	Red	None	None	None	None
Socioeconomically Disadvantaged	Red	Red	None	None	Orange	Yellow
Students with Disabilities	Orange	Red	None	None	Orange	Orange
African American	Orange	Red	None	None	Red	Orange
American Indian or Alaska Native	None	None	None	None	None	None
Asian	Orange	Orange	None	None	Orange	Yellow
Filipino	None	None	None	None	None	None
Hispanic	Yellow	Red	None	None	Orange	Yellow
Native Hawaiian or Pacific Islander	None	None	None	None	None	None
White	Yellow	Red	None	None	Yellow	Orange
Two or More Races	Red	Red	None	None	None	None

LEARN MORE English Language Arts

All Students State



Orange

75.2 points below standard

Increased 6.5 Points Ⓢ

EQUITY REPORT
Number of Student Groups in Each Color

2	4	1	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#) →

LEARN MORE Mathematics

All Students State



Yellow

85.7 points below standard

Increased 11.7 Points Ⓢ

EQUITY REPORT
Number of Student Groups in Each Color

0	3	4	0	0
Red	Orange	Yellow	Green	Blue

[View More Details](#) →

LEARN MORE English Learner Progress

All Students State

49.8% making progress towards English language proficiency

Number of EL Students: 255

Progress Levels

Very High = 65% or higher
 High = 55% to less than 65%
 Medium = 45% to less than 55%
 Low = 35% to less than 45%
 Very Low = Less than 35%

[View More Details](#) →

Root Cause Analysis

What did your root causes analysis reveal?

Guidance	
Root Cause Analysis	Root cause analysis follows directly from areas identified during data analysis.

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

Learning loss has been exacerbated by loss of in person instruction. We are continuing to focus on academic results. Learning loss is anticipated to be greater among groups of students that are low-income, English learners and foster youth.

Language is a required component of oral and written development in all classrooms. Upon analysis of instructional strategies, there is a need for teachers to differentiate and incorporate strategies to address learning styles and student's assessed language and learning needs. The team noted that designated supports for English Language learners are being provided, yet the teachers needed strategies that could be incorporated into their daily lessons. These strategies would allow for more interaction among the students using language scaffolds that would support students as they go from using language orally to written language. The strategies could be integrated into all content areas to support differentiation for all students. This also included students with disabilities to support with their individualized learning goals. Also, after careful analysis of our school scheduling we have come to realize that we are not maximizing our students opportunities for students to receive support in a structured manner. We also came to realize that teachers are not collaborating in ways that use data to drive what they are working on and what the students may need in the classroom and in small group support.

There is a common desire to provide an environment that consistently models a caring and supportive environment for all students, families, and staff. When schools foster a culture that provides a safe and inclusive environment, the academic and social emotional success of each student can flourish. When analyzing the current District Survey data and the student information system, the team noted the connection between school attendance, suspension data and overall school culture percentages as it relates to academic success. Stakeholders additionally noted that there is a need to continue to grow a positive school culture in order to improve school attendance rates, academic success and a positive school culture at Thomas Edison. Additionally, funding has been spent on academic initiatives, such as Balanced Literacy. The team determined the need to fund professional development and curriculum for social emotional training, as well as academics.

Resource Inequities

What resource inequities did you discover?

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

After careful review of data analysis, root cause analysis, review of budgets, and review of schedules, the following resource inequities were identified in Goal 1:
 Professional training around GLAD, and ELD strategies was not done school wide.
 Professional training around differentiation and accommodations were not done school wide.
 Designated time was provided by ELD teachers, yet integrated EL strategies were not implemented in all classrooms.
 Technology was integrated into all classrooms 3rd -8th grade but were not implemented in classrooms TK-2.
 Materials were not provided for both DI and EI classrooms to support student learning including core, intervention and supplemental materials that were grade level appropriate.
 Assessment materials were not provided for classroom teachers across the school to assess text levels and provide extra support or remediation.
 We do not provide additional instructional assistants support for small group work during core instruction.

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

Social and Emotional materials were not provided to all staff and students
Space was not given to provide extra SEL support during recess and class time.
Alternative seating, "Calm down" materials, and SEL supports were not provided
Positive rewards and incentives were not provided to support the PBIS schoolwide initiatives
Positive rewards and incentives were not provided for improved attendance

After careful review of data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified in Goal 3:
Use of data to drive instruction was not supported throughout the school utilizing essential standards to drive instruction and assessment.
A cohesive, clear, schedule was not created to allow all staff to work together to support all students in small group, whole group and one on one.
Training was not provided for Professional Learning Communities to support all staff in how to best use data to drive instruction.
Teachers have not had an opportunity to unpack the Common Core State Standards, especially the Essential Standards, for their grade levels and plan engaging lessons and assessments to determine student academic needs.
Teachers have not had an opportunity to work in Professional Learning Communities to strengthen their practice and support their work utilizing CCSS's and assessment.

After careful review of data analysis, root cause analysis, review of budgets and review of schedules, the following resource inequities were identified in Goal 4:
We do not provide college tours for all grade levels
We do not provide appropriate AVID strategies across all grade levels
We have not trained all of our teachers in AVID strategies
We do not use student planners in middle school consistently in all middle school classrooms.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

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

Each group met to discuss current data, including but not limited to, 2018 CA School Dashboard data, District Survey data, CAASPP, ELPAC, Attendance and site information involving schedules and materials. During the various meetings, teams broke down and evaluated areas of growth and areas of need. It was noted by all groups that ELD/ELPAC data, suspension data, attendance data, and CAASPP data are areas of opportunity for growth. While some areas saw minimal growth, there was significant improvement in suspension data and school culture climate. It was noted that while initiatives were established for the 2019-2020 SPSA, they have been refined and improved to better meet the needs of all students, based on the feedback loops we created to gather data from multiple sources and all stakeholders and staff.

Resource Inequities

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

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

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

Designated ELD time was provided by ELD teachers, yet integrated EL strategies were not implemented in core classrooms.

Technology was not provided to all classrooms TK-2nd grade while it was provided 3rd-8th Curriculum, support materials and additional materials were not provided for both DI and EI classrooms

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

Resources were not spent on assessment tools for text levels and other intervention materials for all classrooms

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

Teachers were not paid for time after school spent improving their practices or attending field trips with students.

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

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

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

We need to provide Trauma Training for our staff

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

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

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

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

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

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

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

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

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

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

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

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

We need to provide more opportunities for our students, of all ages, to go on college tours
We need to provide more AVID training opportunities for our staff
We need to provide more AVID strategies across all grade levels
We need to provide student planners for our middle school students to support their AVID skills
We need to provide resources to support our Career Day activities

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Connected School Communities

LEA/LCAP Goal

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

SPSA/Goal 1

Annual Review

SPSA Year Reviewed: 2019-20

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

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

To engage our communities we have met with parents, staff and students to analyze what events are best attended and to get the feedback from stakeholders regarding what they are looking for to make working with our school easier. We found that we need our Latino Family Forums, monthly meetings that bring our Latino families together with Administration, to address issues and allow parents to have their concerns addressed. Admin also got a lot out of the meetings and felt they were very productive and supportive of the entire school. Family Festivals, Fall and International Night, are big draws and parents and students came out in large numbers with great feedback. We did a DI and EI Christmas performance this year and parents, in particular, really enjoyed the events, one in Spanish and one in English. We did a Soup Night and invited families to share recipes which we cooked and shared. It was a free event with students from around the district performing and a food distribution from the Sacramento Food Bank. We did DI meetings once a month for parents and had our Community Engagement Specialist/Parent Liaison available daily for parents who needed something or had a problem. All of these parent activities, meetings, and performances were well attended and had great

feedback. We did struggle to get our Black Student Union and African American Family Forum meetings up and running this year. We thought that we had a lot of interest but as the year went on we found that attendance dwindled to no one showing up. We will see if there is another way to engage our African American Families who traditionally do attend our evening events, festivals and meetings. We would like to look at beginning APTT (Academic Parent Teacher Teams) in a couple of grade levels on the EI side to match the DI parent meetings held monthly.

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

We planned to have an event prior to school starting which would allow us to have a "Street Fair" on Morse Ave. to give away school supplies, backpacks, haircuts, clothing and food. We would then go to a swim party at Arden Manor which would be free to our families. We received a grant to hold the fair and found community partners to support us but had to cancel with the pandemic. We will try to find another way to hold the "Street Fair". We will keep the grant money and use it next year for the replacement event for students and families.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

2020-21

Identified Need

We need to build stronger relationships with our parent groups to build stakeholder capacity.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2020-21 School Survey - Overall rating of questions in the parent involvement section. Percent strongly agree/agree.	90.3% agree/strongly agree	95% agree/strongly agree
Winter 2020-21 School Survey - Overall rating of questions in the School Decision Making section. Percent strongly agree/agree.	83.3% agree/strongly agree	90% agree/strongly agree

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
1.1	Parent Engagement and Safety Hire and purchase Materials to support instruction and learning environment: <ul style="list-style-type: none"> • Campus Monitor • Recreational Aids • Cultural celebrations • Sami's Circuit • School Community Worker • Field Trips 	X All Students English Learners Low-Income Students Foster Youth Other	Administration Liaisons Campus Monitor Community Worker	Title I Part A Parent Involvement	3,188	School year 2020-21

	<ul style="list-style-type: none"> • Supplies for families and family events • Family Forums • Refreshments 					
1.2	Provide opportunities for parents to participate and offer voice through community outreach, family events and trainings.	X All Students English Learners Low-Income Students Foster Youth Other	Administration Liaisons Campus Monitor Community Worker	Title I Part A Parent Involvement	4000	School year 2020-21
1.3		All Students English Learners Low-Income Students Foster Youth Other				

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Healthy Environments for Socio-Emotional Growth

LEA/LCAP Goal

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

SPSA/Goal 2

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

Annual Review

SPSA Year Reviewed: 2019-20

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

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

We were able to create an Intervention Team that met weekly to support our students academically and social/emotionally. We connected students and families with mental health services, counseling, and social/emotional supports at school. We worked to create a safe space for alternative recess for students who get triggered or overwhelmed in the larger playground and cafeteria environments. We created a safe space for students to build social skills with friends to make sure that they are successfully navigating social situations successfully.

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

We need to purchase more stress reduction materials that students can use in class as part of class calm down kit to self soothe (stress balls, squishy balls, seat cushions, ect.....). We also need to provide rewards for students who are meeting their check in/check out goals.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

3.

2020-21

Identified Need

We need to support the social/emotional needs of our students so that they can stay in the classroom and successfully complete work. We also need to build social skills and resilience so students learn how to help themselves calm down when they are frustrated or overwhelmed. We need to provide support in the classroom setting, as well as, the playground and cafeteria setting.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
District Survey - School Culture Staff. Percent strongly agree/agree overall.	76% agree/strongly agree	85% agree/strongly agree
District Survey - School Culture Parent. Percent strongly agree/agree overall.	87.9% agree/strongly agree	90% agree/strongly agree
District Survey - School Culture Student. Percent strongly agree/agree overall.	71.4% agree/strongly agree	85% agree/strongly agree
District Survey - Safety Staff. Percent strongly agree/agree overall.	83.3% agree/strongly agree	90% agree/strongly agree
District Survey - Safety Parent. Percent strongly agree/agree overall.	84% agree/strongly agree	90% agree/strongly agree
District Survey - Safety Student. Percent strongly agree/agree overall.	78.9% agree/strongly agree	85% agree/strongly agree
School Chronic Absenteeism.		
School Home Suspension Rate		

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

Strategy/Activity & Proposed Expenditures

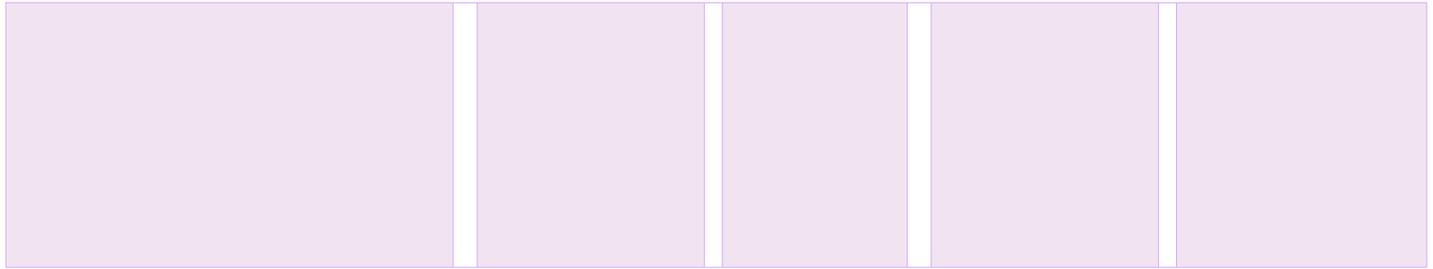
SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
2.1	<ul style="list-style-type: none"> • Research and purchase research based student incentives (Character trait awards and assemblies, enrichment activities, educational field trips, etc.) • Hire Recreational Aids 	X All Students English Learners Low-Income Students Foster Youth Other	<ul style="list-style-type: none"> • Administration • Leadership Team • PBIS Team • Middle School Team • All Teachers 	LCFF Supplemental Site Allocation	8000	School year 2020-21

	<p>to support positive learning environment</p> <ul style="list-style-type: none"> • Release days for PBIS to attend trainings • Purchase rewards for our PBIS Tiger Store 					
2.2	Utilize a .5 Counselor to support students in academic progress, assist with socio-emotional issues that	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration, Counselor	Title I Part A Site Allocation	38457	School year 2020-21

	may impede learning					
2.3	Provide additional clerk time to promote attendance	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Site Allocation	2,000	School year 2020-21
2.4	Extra assignment pay, materials and training opportunities for PBIS, AVID, Equity team work, and grade levels to plan, analyze data, tutoring, mentoring development and implementation . Materials and training for site Equity Team	X All Students English Learners Low-Income Students Foster Youth Other	Staff	LCFF Supplemental Site Allocation	5000	School year 2020-21
2.5	Make supplies available to support Student Leadership.	X All Students English Learners Low-Income Students Foster Youth Other	Staff Principal, Counselors, Leadership Teachers	LCFF Supplemental Site Allocation	2000	School year 2020-21

2.6	Continue 6th-8th school sports programs	X All Students English Learners Low-Income Students Foster Youth Other	Admin, PE Coaches, Teachers	LCFF Supplemental Site Allocation	5000	School year 2020-21
2.7	Purchase additional recreational aide time.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Centralized Services (District Only)	2972	School year 2020-21
2.8	Utilize LCCF funding to provide safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student	All Students X English Learners X Low-Income Students X Foster Youth Other	Staff Principal, Counselors, Leadership Teachers	LCFF Supplemental Site Allocation	58056	School year 2020-21

development.
Provide
appropriate
staff to support
healthy
environments
for learning.



Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Engaging Academic Programs

LEA/LCAP Goal

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

SPSA/Goal 3

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

Annual Review

SPSA Year Reviewed: 2019-20

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

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

We are working very hard to meet the needs of both our Dual Immersion and English Immersion programs. This means that we must provide equal access to all CCSS while providing intervention and support on both sides of the school. We are working to support all standards but especially math, science and ELA/SLA. We want our teachers trained in AVID strategies to support all learners and we are working on how we can better use data to drive our instructional programs.

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

The only expenditure that I will investigate is our School Counselor position. I have budgeted for 1.8 School Counseling positions but I believe the district is paying for 1 full time position so I only need to play for 1 not 1.8. If that money is freed up I will put it towards Instructional assistance

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

3.

2020-21

Identified Need

Math, ELA and ELD training for staff. Research based intervention materials and assessments. Appropriate technology and materials to support all academic areas and appropriate seating and classroom materials to provide for all academics in the classroom setting.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
CAASPP ELA	22.8% proficient or advanced	30% proficient or advanced
CAASPP Math	17.6% proficient or advanced	28% proficient or advanced
K-2 Text Level	46.2%	54%
ELPAC	23.12 at Level 1 33.53 at Level 2 33.53 at Level 3 9.83 at Level 4	18 at Level 1 28 at Level 2 38 at Level 3 16 at Level 4
SBAC ELA Overall Scale Scores CA School Dashboard Fall 2019	75.2 points below standard, increased 6.5 points, status is orange	
SBAC Math Overall Scale Scores CA School Dashboard Fall 2019	85.7 points below standard, increased 11.7 points, status is yellow	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
3.1	Provide teacher release days for conferences, planning & implementation of engaging English Language Arts (ELA.) instruction.	All Students English Learners Low-Income Students Foster Youth Other	Leadership Team Teachers Administration	Title I Part A Site Allocation	2000 2000	School year 2020-21
3.2	Purchase supplemental books and materials to support intervention, differentiation and engagement around literacy and math.	X All Students English Learners Low-Income Students Foster Youth Other	Leadership Team Teachers Administration	Title I Part A Site Allocation	1291	School year 2020-21
3.3	Utilize Dual Immersion (DI) and English Kinder 2 Instructional Assistants/Bilingual Instructional Assistant 2.25 FTE Provide supplemental	All Students English Learners Low-Income Students Foster Youth Other	Staff Administration			School year 2020-21

	DI assessment release time for teachers.					
3.4	Provide supplemental staff to support improved student outcomes. 2 FTE Resource Teachers .5 School Community Intervention Specialist	All Students English Learners Low-Income Students Foster Youth Other	Staff Administration	Title I Part A Site Allocation	46323	School year 2020-21
3.5	Provide teacher release days and conferences for math and science to enhance instructional strategies to increase outcomes for targeted students.	All Students English Learners Low-Income Students Foster Youth Other	Leadership Team Teachers Administration	Title I Part A Site Allocation	2257	
3.6		All Students English Learners Low-Income Students Foster Youth				

		Other				
3.7	Provide .20 Math Teacher to support struggling students.	All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Centralized Services (District Only)	17145	School year 2020-21
3.8	Provide 3.0 FTE ELD Teachers to support English learners with language acquisition.	All Students English Learners Low-Income Students Foster Youth Other	ELD Teachers Administration	LCFF Supplemental English Learner Central	367540	School year 2020-21
3.9	Provide Bilingual Instructional Aides to support English learners with language acquisition.(BIA /IA). 2.625 FTE	All Students English Learners Low-Income Students Foster Youth Other	ELD Team Administration	LCFF Supplemental English Learner Central	150870	School year 2020-21
3.10	Provide 2 FTE additional intervention	X All Students English Learners Low-Income Students	site administration	Title I Part A Site Allocation	250,142	School year 2020-21

	teachers to promote equitable academic outcomes among student groups, lessen learning loss due to distance learning.	Foster Youth Other				
3.11	Provide a Counselors to assist students academically and socio-emotionally. 1.8 FTE (Partially funded centrally - Goal 1)	X All Students English Learners Low-Income Students Foster Youth Other	Counselor Administration	Title I Part A Centralized Services (District Only) LCFF Supplemental Centralized Services (District Only)	100958 23546	School year 2020-21
3.12		All Students English Learners Low-Income Students Foster Youth Other				
3.13	Purchase supplemental materials and supplies to	All Students X English Learners X Low-Income Students X Foster Youth	Elementary & middle School Teachers Administration	LCFF Supplemental Site Allocation	7160	School year 2020-21

	support differentiation and engagement particularly toward targeted student groups. (\$4,000 for elementary and \$3,000 for middle grades)	X Other Students with IEP's				
3.14	Employ a 1.0 FTE Administrative Instructional Support to improve student outcomes.	X All Students English Learners Low-Income Students Foster Youth Other	Administration	LCFF Supplemental Centralized Services (District Only)	137168	School year 2020-21
3.15	Positive Behavior Intervention and Support (PBIS) training to encourage behavior that allows students to learn. Provide positive reinforcements for attendance	All Students English Learners Low-Income Students Foster Youth Other	Administration, DI Coordinator, Interventionists, Teachers	LCFF Supplemental Site Allocation Title I Part A Site Allocation	8000	School year 2020-21

	improvement. (LCFF) Includes consulting fees.					
3.16	Materials and supplies to support the technology class and morning videotaped announcements	All Students English Learners Low-Income Students Foster Youth Other	Administration Technology Teacher Teachers	LCFF Supplemental Site Allocation	4000	School year 2020-21
3.17	Provide opportunities for professional development, conferences and supplemental support for Dual Immersion Program	All Students English Learners Low-Income Students Foster Youth Other	Administration, Teachers	Title I Part A Site Allocation	2500	School year 2020-21
3.18	Utilize a 1.0 FTE Site Resource (DI Coordinator) to refine and improve the Dual Immersion program.	All Students English Learners Low-Income Students Foster Youth Other	Administration, Intervention Teacher	Title I Part A Centralized Services (District Only)	103988	School year 2020-21

3.19	Provide an instructional coach to increase capacity around effective instructional strategies.	All Students English Learners Low-Income Students Foster Youth Other	Dual Immersion Coordinator Administration	Title I Part A Centralized Services (District Only)	107333	School year 2020-21
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Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Clear Pathways to Bright Futures

LEA/LCAP Goal

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

SPSA/Goal 4

Annual Review

SPSA Year Reviewed: 2019-20

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

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

We to college tours for our upper grade students, have a robust Career Day program, utilize Naviance, and do career plans with all middle school students. We continue to need more work around college and career and are planning on doing college visits for as many grade levels as we can. We are looking to build AVID strategies into all of our grade levels so AVID skills grow with the students at Edison. We also want to increase our STEAM/STEM programs to better support jobs in the Tech Industry.

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

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

2020-21

Identified Need

We need to begin to build our students experiences with college and career choices so students know what it is they want and how they can achieve their goals. We also need to make our students more comfortable with high school A-G and graduation requirements so they can make informed decisions about what they want to focus on in high school and beyond.

Annual Measurable Outcomes

Metric/Indicator	Baseline 2019-20	Expected Outcome 2020-21
Winter 2019-20 School Survey - College and Career - Students know what classes to pass to graduate high school	57.2% agree/strongly agree	70% agree/strongly agree
Winter 2019-20 School Survey - College and Career -Parents are informed about career pathways and programs available at middle and high schools	59.8% agree/strongly agree	70% agree/strongly agree
Number of enrichment opportunities offered before, during or after school.	After School Tutoring, Intervention (ELD, DI, EI) during school, After School Programs, Social/Emotional groups	

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

Strategy/Activity & Proposed Expenditures

SPSA #	Action/Service	Principally Serving	Person(s) Responsible	Source(s)	Proposed Allocation	Implementation Timeline
4.1	Provide opportunities for students to experience real world experiences through educational	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	Title I Part A Site Allocation	1200	School year 2020-21

	field trips aligned to content standards, virtually or in person, as per safety guideline.					
4.2	Offer college and career information to families, utilizing district high school counselors, through a drive in movie event. Plan and implement one college trip, as available. Grant funded.	X All Students English Learners Low-Income Students Foster Youth Other	Site Administration	Other	1800	School year 2020-21

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$1,465,894.00

Other Federal, State, and Local Funds

List the additional Federal programs that the school is including in the schoolwide program. Adjust the table as needed. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
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Subtotal of additional federal funds included for this school: \$

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

State or Local Programs	Allocation (\$)
	\$2,000.00
LCFF Supplemental Centralized Services (District Only)	\$180,831.00
LCFF Supplemental English Learner Central	\$518,410.00
LCFF Supplemental Site Allocation	\$99,216.00
Other	\$1,800.00
Title I Part A Centralized Services (District Only)	\$312,279.00
Title I Part A Parent Involvement	\$7,188.00
Title I Part A Site Allocation	\$344,170.00

Subtotal of state or local funds included for this school: \$1,465,894.00

Total of federal, state, and/or local funds for this school: \$1,465,894.00

Budgeted Funds and Expenditures in this Plan

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

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
LCFF Supplemental Site Allocation	99,216	0.00
LCFF Supplemental English Learner Central	518,410	0.00
LCFF Supplemental Centralized Services (District Only)	180,831	0.00
Title I Part A Site Allocation	344,170	0.00
Title I Part A Parent Involvement	7,188	0.00
Title I Part A Centralized Services (District Only)	312,279	0.00

Expenditures by Funding Source

Funding Source	Amount
	2,000.00
LCFF Supplemental Centralized Services (District Only)	180,831.00
LCFF Supplemental English Learner Central	518,410.00
LCFF Supplemental Site Allocation	99,216.00
Other	1,800.00
Title I Part A Centralized Services (District Only)	312,279.00
Title I Part A Parent Involvement	7,188.00
Title I Part A Site Allocation	344,170.00

Expenditures by Budget Reference

Budget Reference	Amount
	1,465,894.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
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		2,000.00
	LCFF Supplemental Centralized Services (District Only)	180,831.00
	LCFF Supplemental English Learner Central	518,410.00
	LCFF Supplemental Site Allocation	99,216.00
	Other	1,800.00
	Title I Part A Centralized Services (District Only)	312,279.00
	Title I Part A Parent Involvement	7,188.00
	Title I Part A Site Allocation	344,170.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	7,188.00
Goal 2	121,485.00
Goal 3	1,334,221.00
Goal 4	3,000.00

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
Carmen Joyner(Chair)	Classroom Teacher
Vanessa Landeros	Classroom Teacher
Trevor Ashley	Classroom Teacher
Stephanie Jones	Classroom Teacher
Clarissa Alva	Other School Staff
Erick Daniels	Other School Staff
Rena Helfawi	Parent or Community Member
Vicente Hernandez	Parent or Community Member
Mokeisha Williams	Parent or Community Member
Jennifer Pope	Parent or Community Member
Stephanie Gonzales	Parent or Community Member
Ana Villanueva	Parent or Community Member
Lily Olivares	Parent or Community Member

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

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 October 9, 2020.

Attested:



Principal, Heidi Garner on 10/9/2020



SSC Chairperson, Carmen Joyner on 10/9/2020

Budget By Expenditures

Thomas Edison Language Institute

Funding Source: **\$0.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$2,000.00	Engaging Academic Programs	
Total Expenditures:		\$2,000.00		
Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Centralized Services (District Only) **\$180,831.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Employ a 1.0 FTE Administrative Instructional Support to improve student outcomes.		\$137,168.00	Engaging Academic Programs	
		\$23,546.00	Engaging Academic Programs	
Purchase additional recreational aide time.		\$2,972.00	Healthy Environments for Socio-Emotional Growth	
Provide .20 Math Teacher to support struggling students.		\$17,145.00	Engaging Academic Programs	
LCFF Supplemental Centralized Services (District Only) Total Expenditures:		\$180,831.00		
LCFF Supplemental Centralized Services (District Only) Allocation Balance:		\$0.00		

Thomas Edison Language Institute

Funding Source: LCFF Supplemental English Learner Central **\$518,410.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Provide 3.0 FTE ELD Teachers to support English learners with language acquisition.		\$367,540.00	Engaging Academic Programs	
Provide Bilingual Instructional Aides to support English learners with language acquisition.(BIA/IA). 2.625 FTE		\$150,870.00	Engaging Academic Programs	
LCFF Supplemental English Learner Central Total Expenditures:		\$518,410.00		
LCFF Supplemental English Learner Central Allocation Balance:		\$0.00		

Funding Source: LCFF Supplemental Site Allocation **\$99,216.00 Allocated**

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize LCCF funding to provide safe, equitable, culturally responsive and healthy environments by integrating social and emotional learning to ensure essential student development. Provide appropriate staff to support healthy environments for learning.		\$58,056.00	Healthy Environments for Socio-Emotional Growth	
-Research and purchase research based student incentives (Character trait awards and assemblies, enrichment activities, educational field trips, etc.)		\$8,000.00	Healthy Environments for Socio-Emotional Growth	
- Hire Recreational Aids to support positive learning environment				
- Release days for PBIS to attend trainings				
-Purchase rewards for our PBIS Tiger Store				
Provide additional clerk time to promote attendance		\$2,000.00	Healthy Environments for Socio-Emotional Growth	

Thomas Edison Language Institute

Extra assignment pay, materials and training opportunities for PBIS, AVID, Equity team work, and grade levels to plan, analyze data, tutoring, mentoring development and implementation.	\$5,000.00	Healthy Environments for Socio-Emotional Growth
Materials and training for site Equity Team Make supplies available to support Student Leadership.	\$2,000.00	Healthy Environments for Socio-Emotional Growth
Continue 6th-8th school sports programs	\$5,000.00	Healthy Environments for Socio-Emotional Growth
Purchase supplemental materials and supplies to support differentiation and engagement particularly toward targeted student groups. (\$4,000 for elementary and \$3,000 for middle grades)	\$7,160.00	Engaging Academic Programs
Positive Behavior Intervention and Support (PBIS) training to encourage behavior that allows students to learn. Provide positive reinforcements for attendance improvement. (LCFF)	\$8,000.00	Engaging Academic Programs
Includes consulting fees. Materials and supplies to support the technology class and morning videotaped announcements	\$4,000.00	Engaging Academic Programs

LCFF Supplemental Site Allocation Total Expenditures: \$99,216.00

LCFF Supplemental Site Allocation Allocation Balance: \$0.00

Funding Source: Other

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Thomas Edison Language Institute

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

\$1,800.00 Clear Pathways to Bright Futures

Other Total Expenditures: \$1,800.00

Other Allocation Balance: \$0.00

Funding Source: Title I Part A Centralized Services (District Only) \$312,279.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$100,958.00	Engaging Academic Programs	
Utilize a 1.0 FTE Site Resource (DI Coordinator) to refine and improve the Dual Immersion program.		\$103,988.00	Engaging Academic Programs	
Provide an instructional coach to increase capacity around effective instructional strategies.		\$107,333.00	Engaging Academic Programs	

Title I Part A Centralized Services (District Only) Total Expenditures: \$312,279.00

Title I Part A Centralized Services (District Only) Allocation Balance: \$0.00

Funding Source: Title I Part A Parent Involvement \$7,188.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
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Thomas Edison Language Institute

Parent Engagement and Safety Hire and purchase Materials to support instruction and learning environment: - Campus Monitor - Recreational Aids - Cultural celebrations - Sami's Circuit - School Community Worker -Field Trips -Supplies for families and family events -Family Forums -Refreshments	\$3,188.00	Connected School Communities
Provide opportunities for parents to participate and offer voice through community outreach, family events and trainings.	\$4,000.00	Connected School Communities

Title I Part A Parent Involvement Total Expenditures: \$7,188.00

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

Funding Source: Title I Part A Site Allocation

\$344,170.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Utilize a .5 Counselor to support students in academic progress, assist with socio-emotional issues that may impede learning		\$38,457.00	Healthy Environments for Socio-Emotional Growth	
Provide teacher release days for conferences, planning & implementation of engaging English Language Arts (ELA.) instruction.		\$2,000.00	Engaging Academic Programs	
Purchase supplemental books and materials to support intervention, differentiation and engagement around literacy and math.		\$1,291.00	Engaging Academic Programs	

Thomas Edison Language Institute

Provide supplemental staff to support improved student outcomes.	\$46,323.00	Engaging Academic Programs
2 FTE Resource Teachers .5 School Community Intervention Specialist		
Provide teacher release days and conferences for math and science to enhance instructional strategies to increase outcomes for targeted students.	\$2,257.00	Engaging Academic Programs
Provide 2 FTE additional intervention teachers to promote equitable academic outcomes among student groups, lessen learning loss due to distance learning.	\$250,142.00	Engaging Academic Programs
Provide opportunities for professional development, conferences and supplemental support for Dual Immersion Program	\$2,500.00	Engaging Academic Programs
Provide opportunities for students to experience real world experiences through educational field trips aligned to content standards, virtually or in person, as per safety guideline.	\$1,200.00	Clear Pathways to Bright Futures

Title I Part A Site Allocation Total Expenditures: \$344,170.00

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

Thomas Edison Language Institute Total Expenditures: \$1,465,894.00