



THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

AT EDISON ELEMENTARY SCHOOL

2018-19

37-68338-6039499
CDS Code

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program.
For additional information on school programs and how you may become involved, please contact the following person:

Principal: Moreno, Eileen

Contact Person: Moreno, Eileen

Position: Principal

Telephone Number: 619/344-5400

Address: 4077 35th St, Edison Elementary, San Diego, CA, 92104-2203,

E-mail Address: emoreno@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Title I Parent Involvement Policy
- Home/School Compact

Board Approval: *Tuesday, June 26, 2018*

SAN DIEGO UNIFIED SCHOOL DISTRICT

*All San Diego students will graduate with the skills, motivation, curiosity and resilience to succeed
In their choice of college and career in order to lead and participate in the society of tomorrow.*

San Diego City Schools
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**2018-2019 SINGLE PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Edison

DUE: May 15, 2018 (Year Round)

SITE CONTACT PERSON: Eileen Moreno

PHONE: 619 344-5400 FAX:

E-MAIL ADDRESS: emoreno@sandi.net

Indicate which of the following Federal and State Programs are consolidated in this SPSA (Check all that apply):

Title 1 Schoolwide Programs (SWP)

The School Site Council (SSC) recommends this school's site plan and its related expenditures to the district Board of Education for approval, and assures the Board of the following:

1. The SSC is correctly constituted, and was formed in accordance with SDUSD Board of Education policy and state law.
2. The SSC reviewed its responsibilities under state law and SDUSD Board of Education policies, including those Board policies relating to material changes in the school plan requiring Board approval.
3. The SSC sought and considered all recommendations from the following site groups or committees before adopting this plan.

CHECK ALL THAT APPLY TO YOUR SITE AND LIST THE DATE OF THE PRESENTATION TO SSC:

- | | |
|--|--------------------------------------|
| <input checked="" type="checkbox"/> English Learner Advisory Committee (ELAC) | Date of presentation: <u>3/20/18</u> |
| <input type="checkbox"/> Community Advisory Committee for Special Education Programs (CAC) | Date of presentation: _____ |
| <input type="checkbox"/> Gifted and Talented Education Program Advisory Committee (GATE) | Date of presentation: _____ |
| <input type="checkbox"/> Site Governance Team (SGT) | Date of presentation: _____ |
| <input type="checkbox"/> Other (list): _____ | Date of presentation: _____ |

4. The SSC reviewed the content requirements for school plans of programs included in the site plan and believes all such content requirements have been met, including those found in SDUSD Board of Education policies and in the Local Educational Agency (LEA) Plan.
5. The site plan is based upon 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.
6. The site plan or revisions to the site plan were adopted by the SSC on: 4/26/18

The undersigned declare under penalty of perjury that the foregoing is true and correct and that these Assurances were signed in San Diego, California, on the date(s) indicated.

<u>Eileen Moreno</u> Type/Print Name of School Principal	<u>Eileen Moreno</u> Signature of School Principal	<u>6/5/18</u> Date
<u>Sarah Montgomery</u> Type/Print Name of SSC Chairperson	<u>Sarah Montgomery</u> Signature of SSC Chairperson	<u>6/7/18</u> Date
<u>Sofia Freire</u> Type/Print Name of Area Superintendent	<u>[Signature]</u> Signature of Area Superintendent	<u>6/8/18</u> Date

Submit Document With Original Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3209

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SINGLE PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**INTRODUCTION**

Edison's mission is to improve student achievement by building a professional learning community with collaborative teams whose members work interdependently to achieve common goals linked to the purpose of learning for all. The 2018-19 SPSA fulfills this mission by allocating funds to staff and instructional resources that support a learning environment where all stakeholders can be actively involved in the teaching and learning process. The school population consists of 87% Hispanic, 5% African American, and 7% in other categories. Ninety-six percent of our students are socioeconomically disadvantaged therefore we are considered 100% Title I. Fifty-seven percent of our students are English Learners and 12% are Students with Disabilities. As a result of these demographics, a large focus for Edison is on English Learners. The 18-19 SPSA addresses the academic, physical, and social-emotional needs of our population through staffing decisions including a full-time counselor, part-time health assistant, part-time library assistant, and a resource teacher who provides EL support/intervention. Parent involvement is encouraged and reflected on the SPSA through funding for child care during parent classes, translations, and hourly assistance for parent events.

SCHOOL VISION AND REALITY

Our vision is to provide equitable outcomes for our students such that we create conditions which allow students to develop into their best selves. Pursuant to Vision 20/20 of SDUSD, Edison is committed to providing students with a broad and challenging curriculum that aligns with the Common Core Standards and is inclusive of a variety of assessment measures, use of technology, and individualized instruction. We also commit to participating in school-based professional learning communities to encourage best practices and shared problem solving. We will include parents and families as an integral element of each student's educational experience by maintaining an open line of communication, providing learning opportunities for parents, and encouraging their participation on school site advisory groups or decision-making bodies (i.e. ELAC, SSC, SGT, etc.) A myriad of current realities exist that either support or challenge our progress toward meeting our vision and mission.

Realities that support our progress:

- A veteran staff that is committed to this particular community of learners.
- Teachers who consistently collaborate and utilize data to make teaching and learning impactful.
- A variety of learning opportunities for parents, instructional resources and programs, as well as an emphasis on the social, emotional, and physical well-being of students.

Realities that challenge our progress:

- Incongruous curriculum. The district has not formally adopted a TK-5 ELA curriculum for many years.
- Increasing class sizes. As the budget tightens, the school is unable to continue to fund additional classroom teachers in order to decrease class size below the contract standard.
- Decreasing budget.

CORE AND SUPPLEMENTAL SUPPORTS

TEACHER ALLOCATIONS:

Teacher Allocations are based on dividing General Education Enrollment by the approved class size.

Grades K-3:	1:24
Grade 4-5:	1:32.13

NURSE:

Allocated to schools based on Contract and managed centrally. Schools at 60% FRL (Free and Reduced Lunch) or greater receive one additional day. K-8 schools are allocated nursing FTE based on contract.

Enrollment/Days per Week

1-592	=	1 day per week
593-1,185	=	2 days per week
1,186-1,774	=	3 days per week

COUNSELOR

Allocated to schools based on Contract. FTE Allocations are calculated by taking the total enrollment at the school and divide by the ratio below to determine the number of FTE allocated to the site.

Enrollment	Days	Position Equivalent FTE
1-493	1	.2
494-726	1.5	.3
727-960	2.0	.4
961-1,195	2.5	.5
1,196-1,429	3.0	.6

HEALTH TECHNCIAN

Allocation is based on projected enrollment and managed centrally.

Enrollment	Days per Week
1-374	1
375-1511	2
1512-2267	3

The categorical expenses identified in this SPSA are supplemental to these core academic staffing and supports.

PROFESSIONAL DEVELOPMENT

Professional learning is a top priority for our school community. We recognize universal high expectations for all students require ambitious and continual improvements in curriculum, instruction, assessment, leadership practices and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices and dispositions. Schools demand effective professional learning focused on substantive results for themselves, their colleagues, and their students. We artfully combine deep understanding and cultural responsiveness to the community we serve. We hold high expectations with support for adult learning by providing multiple structures for professional development in order to achieve school goals. Professional learning is embedded into our vision by communicating that it is a core function for improvement and by establishing and maintaining a public and persistent focus on educator professional learning.

Whenever possible, teachers participate in district or out of district professional learning although this can be limited when funding for visiting teachers must be paid for by the school site. Once a month the school participates in on-site professional learning for two hours during a minimum day.

Professional Learning Communities (PLCs) analyze student data in order to monitor student progress toward these goals. Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Councils (SSCs).

SPSA ALIGNMENT TO THE LEA PLAN

SDUSD's LEA goals (12 Quality Indicators for Success) are articulated throughout the SPSA. Each of the 5 Area Goals contained in the SPSA have Title I budgets allocated to supports identified within the LEA plan. Supports include but are not limited to CCSS curriculum alignment via PLC and professional development, extended and intensive learning opportunities, etc. as they are described in the "Budget: Resources Aligned to Area Goals" section of this plan.

PROCESS FOR MODIFYING THE SPSA AND CONCLUSIONS

The SSC has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet grade level standards. In order to achieve the goals and implement the major strategies and action steps set forth in the plan, the following related actions and expenditures have been adopted to raise the academic performance of student groups not meeting state standards.

Advisory groups were consulted during the SPSA development process as documented on the Recommendations and Assurances page.

LCFF COMMUNITY AND STAFF ENGAGEMENT

The English Learner Advisory Committee met with the principal to give input on March 20, 2018

SSC met on April 26, 2018

SPSA was shared with staff via email and hard-copy in April.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Eileen Moreno	Principal
Therese Leclerc	Teacher
Maria Hernandez	Parent
Laura Ortega	Parent
Tilizia Kuumba	Parent
Johana Martinez	Parent
Tabatha Robertson	Teacher
Lyza Ybarra	Teacher
Vanessa Shaffer	Other staff member
Sarah Montgomery	Parent

SINGLE PLAN FOR STUDENT ACHIEVEMENT

Area 1: English/Language Arts

English/Language Arts SMART Goal:

By June 2019, 60% (approx. 43 future 3rd graders) will meet or exceed standards in ELA on the SBAC exam (We used most current Feb. 2018 DRA data when these students were 2nd graders. Will revise once we have end of year DRA data 17-18)

By June 2019, 55% (approx. 37 future 5th graders) will meet or exceed standards in ELA on the SBAC exam. (We use most current SBAC data from 16-17 when these students were 3rd graders--53% Met/exceeded. Will revise once we have end of year 17-18 data including SBAC and lexile levels)

Closing the Gap SMART Goal:

Subgroup: English Learners students

By June 2019, 60% (approx. 26 of 43 EL future 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 52% (approx. 16 of 31 EL future 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Hispanic/Latino students

By June 2019, 60% (approx. 38 of 63 Hispanic future 3rd graders) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 50% (approx. 34 of 68 Hispanic future 5th graders) will meet or exceed standards in ELA on the SBAC exam.

Subgroup: Students with Disabilities

By June 2019, 33% (approx. three of nine future 3rd graders with IEP in April 2018) will meet or exceed standards in ELA on the SBAC exam.

By June 2019, 55% (approx. 11 of 20 future 5th graders with IEP in April 2018) will meet or exceed standards in ELA on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

- CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

- Common formative assessments created by grade level
- Running records.
- Observational notes.
- SBAC Interim Assessments
- Level Set Assessment (Achieve 3000)
- STAR Assessment (Renaissance)

Progress and Growth Monitoring: How and when will you monitor progress towards your ELA goal?

Teachers will meet by grade level/department to analyze reading achievement at least three times per year. Analysis will inform subsequent instruction.

Area 2: Mathematics

Mathematics SMART Goal:
 By June 2019, 55% (approx. 39 of 71 future 3rd graders) will meet or exceed standards in Math on the SBAC exam. (We use most current data for 2nd graders. Will revise once we have end of year 17-18 data)
 By June 2019, 58% (approx. 40 of 68 future 5th graders) will meet or exceed standards in Math on the SBAC exam. (We use most current SBAC data from 16-17 when these students were 3rd graders--53% Met/exceeded. Will revise once we have end of year 17-18 data including SBAC)

Closing the Gap SMART Goal:
 Subgroup: English Learners students
 By June 2019, 51% (approx. 22 of 43 EL future 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 51% (approx. 16 of 31 EL future 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Hispanic/Latino students
 By June 2019, 51%% (approx. 32 of 63 Hispanic future 3rd graders) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 55% (approx. 33 of 61 Hispanic future 5th graders) will meet or exceed standards in Math on the SBAC exam.
 Subgroup: Students with Disabilities
 By June 2019, 33% (approx. 3 of 9 future 3rd graders with IEP in April 2017) will meet or exceed standards in Math on the SBAC exam.
 By June 2019, 50% (approx. 10 of 20 future 5th graders with IEP in April 2017) will meet or exceed standards in Math on the SBAC exam.

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT
 Interim Assessments
 End-Of-Course Exams
 SBAC
 DRA2
 SMI
 SRI
 KDS
 ELPAC
 ARI
 MDTP
 Report Cards
 End-Of-Unit Assessments
 PowerSchool
 Sign In Sheets
 Other

Other Assessments (Please Specify):
 - Common assessments developed by grade level such as exit slips and end of unit assessments.
 - Teacher observation

Progress and Growth Monitoring: How and when will you monitor progress towards your Math goal?
 Teachers will meet by grade level/department to analyze reading achievement at least three times per year. Analysis will inform subsequent instruction.

Area 3: English Learner**English Learner SMART Goal:**

By June 2019, a minimum of 80% of my site's English Learner Potential Reclassification students will be reclassified using the Fall and/or Spring Reclassification Criteria or the Alternate Reclassification process for student who are dually-identified as receiving EL and Special Ed. services.

Closing the Gap SMART Goal:**WHAT DATA DID YOU USE TO FORM THESE GOALS?**

CELDT Interim Assessments End-Of-Course
Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):**Progress and Growth Monitoring:** How and when will you monitor progress towards your English Learner goal?

Professional development time is provided within the structure of Professional Learning Communities. Throughout the year, PLCs utilize student work, common grade level assessments, and state and district assessment data to monitor progress toward these goals. At the core of their analysis and planning are the four essential questions of a PLC: 1. What do we expect students to learn? 2. How will we know they've learned it? 3. How will we respond when they don't learn? 4. How will we respond when they already know it? Analysis results in responsive instruction. Findings and progress are shared with parents and community via advisory groups and School Site Council (SSCs).

Area 4: Graduation/Promotion Rate

Graduation Rate SMART Goal:
 By June 2019, at least 60% (approx. 43 of 71 future 3rd graders) will meet or exceed level 38 in DRA.
 By June 2019, at least 55% (approx. 37 of 68 future 5th graders) will meet or exceed level 44 in DRA.
Closing the Gap SMART Goal (Optional for Elementary schools):

WHAT DATA DID YOU USE TO FORM THESE GOALS?

CELDT Interim Assessments End-Of-Course
 Exams SBAC DRA2 SMI SRI KDS ELPAC ARI MDTP Report Cards End-Of-Unit
 Assessments PowerSchool Sign In Sheets Other

Other Assessments (Please Specify):

- Running records
- Independent reading logs
- Level Set (Achieve 3000)
- STAR (Renaissance)
- SBAC

Progress and Growth Monitoring: How and when will you monitor progress towards your Graduation/Promotion goal?
 Teachers will meet by grade level/department to analyze reading achievement at least three times per year. Analysis will inform subsequent instruction.

Empty space for additional notes or details.

Area 5: Parent Involvement and Community Engagement**Parent Involvement and Community Engagement SMART Goal:**

By June 2019, 100% of families will receive information regarding academic and citizenship progress of their children via report cards and/or formal/informal parent meetings.

By June 2019, at least 80% of families will attend at least one school event choosing from Back to School Night, Parent Conferences, and Family Friday, and ELAC, Reclassification, or student performances.

Targeted Population:

Entire school is targeted.

What data did you use to form these goals?

Attendance at parent events.

Progress and Growth Monitoring: How and when will you monitor progress towards your Parent Involvement and Community goal?

Monitoring will occur through sign-in sheets turned in to principal.

BUDGET: Resources Aligned to Area Goals**Core Program:**

Universal Access to Strong Core Instructional Program (Tier 1)

- All teachers will use California grade level standards in designing and differentiating instruction.
- Illiteracy classes will use Benchmark Adelante curriculum as well as teacher created units/lessons as appropriate and necessary. Benchmark Advance is being purchased for mainstream English classes gr. 2-5 as well as teacher created units/lessons.
- Every English Learner will receive 30 minutes of ELD instruction four times a week based upon language proficiency level and will continue to receive language development that is integrated and supported throughout the day.
- Teachers will provide balanced literacy instruction including daily guided reading.
- Staff will use multiple measures of assessment (i.e., End of Unit assessments, SBAC Interims (gr. 3-5), DRA, Level Set, STAR results, Benchmarks, teacher created assessments to monitor progress and adjust instruction based upon the needs of students.)
- Staff will analyze on demand and other student writing and provide students with concrete feedback and direction as it relates to grade level writing standards.
- Resource teacher will work with targeted students to improve language development.
- All English learners will be assessed using ELPAC.
- Speech and Language Pathologist will provide model lessons to improve student use of academic English in questioning and retelling.
- Counselor, nurse, and health assistant will facilitate medical, dental and mental health referrals to community agencies.
- Counselor, nurse, health assistant, teachers and principal will monitor and follow up with student attendance needs.
- Community field trips and assemblies relevant to grade level standards will be provided to broaden experiences and build schema.
- Teachers will have the opportunity to work collaboratively to identify grade level proficiency using the results of district benchmarks and other assessments to plan instruction, monitor student progress, adjust instruction accordingly
- Teachers will participate in on site and district professional development to strengthen literacy instruction

Strategic Support (Tier 2)

- Targeted additional small flexible group instruction will be used to address specific needs in literacy
- Teachers will make a home contact i.e. progress report, phone call, home visit to discuss the progress of their at risk student. This is logged by teacher
- Educational specialists provide supplemental small group instruction for targeted students in need.
- Resource teacher will consult with teachers to provide supports for targeted English Learners.
- Intensive, focused, small group direct instruction will be provided to students at their point of need, across content areas by classroom teacher.
- Students will engage in strategic computer intervention and media supports to accelerate, remediate and reteach concepts.
- Teachers will keep small group of targeted students to provide additional focused support to strengthen and clarify understanding prior to sending students off to work independently.

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Intensive Intervention (Tier 3)

- Educational Specialists will provide supplemental small group instruction to targeted students and provide consultation support for their teachers
- Resource teacher will provide supplemental small group instruction to identified Beginner and Early Intermediate English learners as well as struggling readers.
- Counselor and support mentors will provide monthly check in with at risk students
- Speech and language pathologist will provide supplemental support to English learners with language needs.
- Psychologist will push into class, observe and collaborate with classroom teacher to assist with differentiating instruction based on student need.

1. Strategies to meet ELA/Math/ELD goals (Maximizing Instructional Time) (7/1/2018 - 6/30/2019):

- Resource Teacher to provide intervention support to students who are at risk of being long term English learners, newcomers, and struggling readers.
- Full-time counselor to provide mental health services, community resources, study habits.
- Participation in Positive Behavioral Interventions and Supports to ensure a positive school climate that minimizes behavioral issues that require students to be sent out of class.
- Health Tech (30100) and Nurse to ensure students are physically healthy and able to come to school consistently.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$6,000.00	\$6,000.00	0089-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Classroom and intervention materials including journals, pencils, charts, etc.
Interprogram Svcs/Field Trip		\$10,000.00	\$10,000.00	0089-30100-00-5735-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Expected costs for resource teacher salary. Additional funds will be used for academic field trips.
Interprogram Svcs/Paper		\$1,000.00	\$1,000.00	0089-30100-00-5733-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Expected costs for counselor salary. Additional funds will be used to buy paper for classroom materials and interventions.

How will you monitor these strategies/activities?

- Number of referrals/suspensions
- Attendance
- Academic performance on assessments (i.e. interim benchmarks, on demand assessments, DRA, Level Set, etc.)
- Principal observations
- Teacher daily schedules

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- 2. Strategies to meet ELA/Math/ELD goals (Closing the Gap) (7/1/2018 - 6/30/2019):**
- Resource Teacher to provide intervention support to students who are at risk of being long term English learners, newcomers, and struggling readers.
 - Full-time counselor to provide mental health services, community resources, study habits.
 - Participation in Positive Behavioral Interventions and Supports to ensure a positive school climate that minimizes behavioral issues that require students to be sent out of class.
 - Health Tech and Nurse to ensure students are physically healthy and able to come to school consistently.
 - Visiting teachers for professional development to allow time for them to analyze student work and plan in an effective and efficient manner (PLCs)
 - Library Assistant to support reading proficiency
 - Retired teacher to assist with ELPAC testing

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Inschool Resource Tchr -	1.0000	\$88,938.00	\$125,592.44	0089-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	01, 02, 03, 04	Works with English Learners in Language Arts/ELD.
Retired Clsrn Teacher Hrly		\$3,000.00	\$3,611.70	0089-30100-00-1189-1000-1110-01000-0000	Title I Basic Program	03	Push in and pull-out support
Supplies		\$7,304.10	\$7,304.10	0089-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	01, 02, 03	Classroom and intervention materials.

- How will you monitor these strategies/activities?**
- Number of referrals
 - Attendance
 - Academic performance on assessments (i.e. interim benchmarks, on demand assessments, DRA, Level Set, etc.)
 - Principal observations

- 3. Strategies to meet ELA/Math/ELD goals (Professional Development) (7/1/2018 - 6/30/2019):**
- Visiting teachers for monthly PLCs to allow time for them to analyze student work, plan in an effective and efficient manner, and time to investigate and learn about effective teaching strategies

- How will you monitor these strategies/activities?**
- Principal participates in PLCs
 - Agendas and minutes
 - Principal observation
 - Monthly reflection during PLC---what were the results of previous month's plans?

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4. Strategies to meet graduation/promotion rates (Social/Emotional Supports) (7/1/2018 - 6/30/2019):

- Full-time counselor to provide mental health services, community resources, study habits.
- Health Tech to ensure students are physically healthy and able to come to school consistently.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor -	0.2000	\$15,886.20	\$22,808.76	0089-30100-00-1210-3110-4760-01000-0000	Title I Basic Program	01, 02, 03, 04	School counselor to provide Social and Emotional support, group counseling, and individual counseling to increase attendance and student academic achievement.

How will you monitor these strategies/activities?

- Number of referrals
- Attendance
- Reasons for visits to health office

5. Strategies to meet parent engagement goals (7/1/2016 - 6/30/2017):

- Child care costs in order to maximize the number of people who attend parent classes
- Translation costs in order to maximize the number of people who attend parent classes
- Costs to produce monthly calendars, flyers, and parent handbook
- Light refreshments for events such as Coffee with the Principal
- Counselor available to assist parents with community resources.
- Postage for communicating with parents via mail.

Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
Supplies		\$1,674.95	\$1,674.95	0089-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	05	Materials necessary to support parent training sessions (e.g. books, binders, writing utensils, etc.)
Other Clsfd NonUnion Hrly		\$500.00	\$642.05	0089-30103-00-2986-2495-0000-01000-0000	Title I Parent Involvement	05	Child-care services for parent training sessions.
Interprogram Svcs/Duplicating		\$500.00	\$500.00	0089-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	05	Duplicating costs for information flyers/communication.

How will you monitor these strategies/activities?

- Number of parents attending our events (sign-in sheets)

Local Control Funding Formula Goals and Budget**Goal 1: Intervention Supports**

Student learning is analyzed in real time, resulting in a plan that responds to identified needs, the supports are timely on-going and linked to the outcomes of the core instructional program, how will you utilize your funds to maximize results for students?

Intervention Support Goal::

Students are provided Tier 1 instruction that is standards-based and which utilizes teaching strategies that cater to the needs of all students. Screening and diagnostic tools are utilized to identify students who are not performing at grade level and to determine the reason for their struggles. Other factors such as home environment, health, and attendance are also taken into consideration. Once students are identified, a plan of action is put into place (i.e. extra small group instruction, counseling services, pull out for ELD) and is closely monitored. If there is not significant progress, students can be referred to student study team where additional options for intervention are discussed and implemented.

Identified Need::

The data show that our identified area of need is especially with English Learners and Students with Disabilities.

Target Group::

Students who are not making the necessary progress based on grade level standards, students who have been identified as needing additional support, English language learners and students with disabilities.

Monitoring::

Students will be monitored with teacher monitoring notes, principal monitoring, interim assessments, monthly monitoring, chapter assessments, end of unit assessments, DRA, running records, guided reading, etc.

Personnel Responsible::

Classroom teacher, special education resources teacher, English language support teacher, administrator.

Goal 2: Classroom Supports

A variety of classroom supports expand or enhance core instructional programs, how do these supports align to your instructional program?

Classroom Support Goal::

- Small group instruction
- Gradual release of responsibility
- Visual supports (i.e. sentence frames, pictures)
- Multiple opportunities for students to show their thinking and learning
- Hands on activities
- Student collaboration
- Individualized classwork (i.e. text at their level)
- Various programs that help to individualize the learning experience (i.e. Achieve 3000, ST Math, Accelerated Reader, Razz Kids, Mystery Science)

Identified Need::

The data show that our identified area of need is especially with English Learners and Students with Disabilities.

Target Group::

Students who are not making the necessary progress based on grade level standards, students who have been identified as needing additional support, English language learners and Students with Disabilities.

Monitoring::

Students will be monitored with teacher monitoring notes, principal monitoring, interim assessments, monthly monitoring, chapter assessments, end of unit assessments, DRA, running records, guided reading, etc.

Personnel Responsible::

Classroom teacher, special education resources teacher, English language support teacher, administrator.

Goal 3: Professional Development

Professional learning is a response to student and adult need--according to your current reality, what type of teacher learning will you lead at your site and how will you utilize your funds to maximize results for students?

Professional Development Goal:

Understanding the “what” and the “why” before we get to the “how” so we can tailor our instruction to the needs of students we serve is of primary importance. For this reason, we will continue to develop and improve our teaching of the Common Core English Language Arts (ELA) and Mathematics standards. For our Illiteracy program, this also includes understanding the Spanish Common Core Language standards. Our goal is also to make our data analysis more powerful by continuing to learn how to maximize the use of Illuminate so that we can maintain historical data and produce reports that help with targeted instructional interventions and planning.

Identified Need::

The identified need is around the effective pedagogical implementation of the ELA/ELD/Math standards especially for students who are English Learners and students with disabilities.

Target Group::

The target groups include all teachers and support staff (e.g. counselor, SEA's) work with students to help them reach their full potential.

Monitoring::

Monitoring of our professional development goal will be based on the principal's participation during PLCs, classroom observations, and monitoring conferences between principal and teachers to check in on the progress of students.

Personnel Responsible::

Administrator

LCFF Intervention Supports							
Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	Area Goal(s)	Rationale
School Counselor -	0.6000	\$47,658.60	\$68,426.29	0089-09800-00-1210-3110-4760-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	School counselor to provide Social and Emotional support, group counseling, and individual counseling to increase attendance and student academic achievement.
Library Asst -	0.2377	\$5,929.66	\$7,631.17	0089-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 2	Helps to improve reading proficiency.
Library Asst -	0.0003	\$7.48	\$9.62	0089-09800-00-2231-2420-0000-01000-0000	LCFF Intervention Support	LCFF 2	Helps to improve reading proficiency.
Health Technician -	0.2000	\$6,823.60	\$12,292.64	0089-09800-00-2236-3140-0000-01000-0000	LCFF Intervention Support	LCFF 1	Ensures students are physically healthy to support daily attendance.
Interprogram Svcs/Paper		\$4,000.00	\$4,000.00	0089-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1	Expected costs for counselor salary. Additional funds will be used to buy paper for classroom materials and interventions.
Supplies		\$1,412.28	\$1,412.28	0089-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	LCFF 1, LCFF 2	Classroom materials necessary for intervention supports such as journals, pencils, charts.

APPENDICES

This section contains the following appendices that will assist the School Site Council in completing the Single Plan for Student Achievement (SPSA) and in maintaining a cycle of continuous improvement:

- A. Data Reports
- B. Title I Parent Involvement Policy
- C. Home/School Compact
- D. Title I/MPP Budget Allocations Summary Grid
- E. 2018-19 SPSA Assessment and Evaluation

APPENDIX A

DATA REPORTS

Data Reports: Attached Data comes from www.sandi.net/my-school :ELA/Math Multi-year Demographic Summary Additional data for schools can be found in:

- Illuminate
- CDE: <http://caaspp.cde.ca.gov/sb2017/Search>

* Enrollment, participation date, ethnicity demographics, and language demographics will impact the results of data. Data is organized and reported differently amongst the data sources above.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Edison
All Grades Combined

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	274	38.0	270	51.5	256	53.5	15.5	2.0	283	29.3	275	36.7	259	43.6	14.3	6.9
Female	128	48.4	130	53.8	131	59.5	11.1	5.7	132	34.8	134	38.1	134	44.8	10.0	6.7
Male	146	28.8	140	49.3	125	47.2	18.4	-2.1	151	24.5	141	35.5	125	42.4	17.9	6.9
African American	14	28.6	15	46.7	16	50.0	21.4	3.3	16	6.3	15	33.3	16	31.3	25.0	-2.0
Asian	2	-	2	-	1	-	-	-	2	-	2	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	240	37.1	234	50.9	223	53.4	16.3	2.5	247	27.9	238	36.1	226	44.7	16.8	8.6
Indochinese	5	-	9	-	6	-	-	-	5	-	10	50.0	6	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
White	2	-	2	-	5	-	-	-	2	-	2	-	5	-	-	-
Multiracial	10	40.0	7	-	4	-	-	-	10	50.0	7	-	4	-	-	-
English Learner	127	8.7	127	24.4	102	22.5	13.8	-1.9	136	10.3	132	17.4	105	22.9	12.6	5.5
English-Speaking	147	63.3	143	75.5	154	74.0	10.7	-1.5	147	46.9	143	54.5	154	57.8	10.9	3.3
Reclassified†	96	76.0	92	88.0	98	81.6	5.6	-6.4	96	58.3	92	67.4	98	69.4	11.1	2.0
Initially Eng. Speaking	51	39.2	51	52.9	56	60.7	21.5	7.8	51	25.5	51	31.4	56	37.5	12.0	6.1
Econ. Disadv.*	274	38.0	264	51.1	248	52.8	14.8	1.7	283	29.3	268	37.3	251	42.6	13.3	5.3
Non-Econ. Disadv.	0	-	6	-	8	-	-	-	0	-	7	-	8	-	-	-
Gifted	58	63.8	50	76.0	34	76.5	12.7	0.5	58	63.8	50	66.0	34	67.6	3.8	1.6
Not Gifted	216	31.0	220	45.9	222	50.0	19.0	4.1	225	20.4	225	30.2	225	40.0	19.6	9.8
With Disabilities	49	2.0	38	7.9	41	7.3	5.3	-0.6	49	0.0	38	7.9	41	12.2	12.2	4.3
WO Disabilities	225	45.8	232	58.6	215	62.3	16.5	3.7	234	35.5	237	41.4	218	49.5	14.0	8.1
Homeless	15	33.3	11	45.5	10	50.0	16.7	4.5	15	20.0	13	15.4	12	41.7	21.7	26.3
Foster	6	-	2	-	0	-	-	-	6	-	0	-	0	-	-	-
Military	1	-	2	-	2	-	-	-	1	-	2	-	2	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Edison
Grade 3

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	98	30.6	93	48.4	71	53.5	22.9	5.1	102	31.4	95	41.1	72	54.2	22.8	13.1
Female	53	34.0	40	45.0	36	63.9	29.9	18.9	56	30.4	41	36.6	37	59.5	29.1	22.9
Male	45	26.7	53	50.9	35	42.9	16.2	-8.0	46	32.6	54	44.4	35	48.6	16.0	4.2
African American	6	-	5	-	3	-	-	-	6	-	5	-	3	-	-	-
Asian	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	84	27.4	82	48.8	65	56.9	29.5	8.1	88	27.3	83	41.0	66	56.1	28.8	15.1
Indochinese	2	-	4	-	2	-	-	-	2	-	5	-	2	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
White	1	-	1	-	1	-	-	-	1	-	1	-	1	-	-	-
Multiracial	3	-	1	-	0	-	-	-	3	-	1	-	0	-	-	-
English Learner	58	8.6	60	33.3	40	40.0	31.4	6.7	62	16.1	62	27.4	41	43.9	27.8	16.5
English-Speaking	40	62.5	33	75.8	31	71.0	8.5	-4.8	40	55.0	33	66.7	31	67.7	12.7	1.0
Reclassified†	21	85.7	16	87.5	13	100.0	14.3	12.5	21	76.2	16	93.8	13	100.0	23.8	6.2
Initially Eng. Speaking	19	36.8	17	64.7	18	50.0	13.2	-14.7	19	31.6	17	41.2	18	44.4	12.8	3.2
Econ. Disadv.*	98	30.6	91	48.4	68	52.9	22.3	4.5	102	31.4	93	40.9	69	53.6	22.2	12.7
Non-Econ. Disadv.	0	-	2	-	3	-	-	-	0	-	2	-	3	-	-	-
Gifted	18	33.3	12	83.3	5	-	-	-	18	55.6	12	100.0	5	-	-	-
Not Gifted	80	30.0	81	43.2	66	51.5	21.5	8.3	84	26.2	83	32.5	67	52.2	26.0	19.7
With Disabilities	17	0.0	9	-	15	6.7	6.7	-	17	0.0	9	-	15	13.3	13.3	-
WO Disabilities	81	37.0	84	52.4	56	66.1	29.1	13.7	85	37.6	86	44.2	57	64.9	27.3	20.7
Homeless	7	-	2	-	3	-	-	-	7	-	3	-	4	-	-	-
Foster	3	-	0	-	0	-	-	-	3	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Edison
Grade 4

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	84	41.7	98	51.0	90	50.0	8.3	-1.0	86	29.1	99	34.3	91	41.8	12.7	7.5
Female	31	58.1	60	50.0	40	55.0	-3.1	5.0	31	45.2	61	36.1	41	39.0	-6.2	2.9
Male	53	32.1	38	52.6	50	46.0	13.9	-6.6	55	20.0	38	31.6	50	44.0	24.0	12.4
African American	5	-	8	-	5	-	-	-	6	-	8	-	5	-	-	-
Asian	1	-	1	-	0	-	-	-	1	-	1	-	0	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	73	42.5	83	49.4	79	50.6	8.1	1.2	74	29.7	84	34.5	80	42.5	12.8	8.0
Indochinese	3	-	1	-	3	-	-	-	3	-	1	-	3	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	-	-	0	-	1	-	0	-	-	-
White	0	-	1	-	2	-	-	-	0	-	1	-	2	-	-	-
Multiracial	2	-	3	-	1	-	-	-	2	-	3	-	1	-	-	-
English Learner	42	11.9	45	20.0	35	11.4	-0.5	-8.6	44	9.1	46	13.0	36	11.1	2.0	-1.9
English-Speaking	42	71.4	53	77.4	55	74.5	3.1	-2.9	42	50.0	53	52.8	55	61.8	11.8	9.0
Reclassified†	28	92.9	33	97.0	38	78.9	-14.0	-18.1	28	64.3	33	69.7	38	73.7	9.4	4.0
Initially Eng. Speaking	14	28.6	20	45.0	17	64.7	36.1	19.7	14	21.4	20	25.0	17	35.3	13.9	10.3
Econ. Disadv.*	84	41.7	98	51.0	88	50.0	8.3	-1.0	86	29.1	99	34.3	89	41.6	12.5	7.3
Non-Econ. Disadv.	0	-	6	-	2	-	-	-	0	-	7	-	2	-	-	-
Gifted	20	75.0	17	70.6	11	90.9	15.9	20.3	20	60.0	17	47.1	11	90.9	30.9	43.8
Not Gifted	64	31.3	81	46.9	79	44.3	13.0	-2.6	66	19.7	82	31.7	80	35.0	15.3	3.3
With Disabilities	14	0.0	17	5.9	41	7.3	7.3	1.4	14	0.0	17	5.9	9	-	-	-
WO Disabilities	70	50.0	81	60.5	81	55.6	5.6	-4.9	72	34.7	82	40.2	82	43.9	9.2	3.7
Homeless	3	-	7	-	1	-	-	-	3	-	7	-	2	-	-	-
Foster	1	-	0	-	0	-	-	-	1	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	-	-	0	-	0	-	1	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.



2015-2017 California Smarter Balanced Summative Test Results
Percentage of Students Meeting or Exceeding Standard by Grade Level
Edison
Grade 5

Student Group	English Language Arts						Chg From		Mathematics						Chg From	
	2015		2016		2017		2015	2016	2015		2016		2017		2015	2016
	N	%	N	%	N	%	%	%	N	%	N	%	N	%	%	%
Total	92	42.4	79	55.7	95	56.8	14.4	1.1	95	27.4	81	34.6	96	37.5	10.1	2.9
Female	44	59.1	30	73.3	55	60.0	0.9	-13.3	45	33.3	32	43.8	56	39.3	6.0	-4.5
Male	48	27.1	49	44.9	40	52.5	25.4	7.6	50	22.0	49	28.6	40	35.0	13.0	6.4
African American	3	-	2	-	8	-	-	-	4	-	2	-	8	-	-	-
Asian	0	-	1	-	1	-	-	-	0	-	1	-	1	-	-	-
Filipino	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Hispanic	83	42.2	69	55.1	79	53.2	11.0	-1.9	85	27.1	71	32.4	80	37.5	10.4	5.1
Indochinese	0	-	4	-	1	-	-	-	0	-	4	-	1	-	-	-
Native American	0	-	0	-	0	-	-	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	-	-	0	-	0	-	1	-	-	-
White	1	-	0	-	2	-	-	-	1	-	0	-	2	-	-	-
Multiracial	5	-	3	-	3	-	-	-	5	-	3	-	3	-	-	-
English Learner	27	3.7	22	9.1	27	11.1	7.4	2.0	30	0.0	24	0.0	28	7.1	7.1	7.1
English-Speaking	65	58.5	57	73.7	68	75.0	16.5	1.3	65	40.0	57	49.1	68	50.0	10.0	0.9
Reclassified†	47	61.7	43	81.4	47	78.7	17.0	-2.7	47	46.8	43	55.8	47	57.4	10.6	1.6
Initially Eng. Speaking	18	50.0	14	50.0	21	66.7	16.7	16.7	18	22.2	14	28.6	21	33.3	11.1	4.7
Econ. Disadv.*	92	42.4	75	54.7	92	55.4	13.0	0.7	95	27.4	76	36.8	93	35.5	8.1	-1.3
Non-Econ. Disadv.	0	-	4	-	3	-	-	-	0	-	7	-	3	-	-	-
Gifted	20	80.0	21	76.2	18	66.7	-13.3	-9.5	20	75.0	21	61.9	18	50.0	-25.0	-11.9
Not Gifted	72	31.9	58	48.3	77	54.5	22.6	6.2	75	14.7	60	25.0	78	34.6	19.9	9.6
With Disabilities	18	5.6	12	8.3	17	11.8	6.2	3.5	18	0.0	12	8.3	17	5.9	5.9	-2.4
WO Disabilities	74	51.4	67	64.2	78	66.7	15.3	2.5	77	33.8	69	39.1	79	44.3	10.5	5.2
Homeless	5	-	2	-	6	-	-	-	5	-	13	15.4	6	-	-	-
Foster	2	-	0	-	0	-	-	-	2	-	0	-	0	-	-	-
Military	1	-	0	-	1	-	-	-	1	-	0	-	0	-	-	-

* In Provision 2 schools, only students who meet free or reduced-price meal eligibility criteria are counted as economically disadvantaged.

† All students redesignated during the school year from English learner to reclassified fluent English proficient are counted here as fluent English speaking.

APPENDIX B

TITLE I PARENT INVOLVEMENT POLICY

Edison Elementary

TITLE I PARENT INVOLVEMENT POLICY

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

Edison Elementary has developed a written Title I parental involvement policy with input from Title I parents at SSC. Since Edison is Schoolwide Title I, the policy is distributed to the entire school.

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program

To involve parents in the Title I program at **Edison**, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program. This meeting occurs on a Family Friday since this is the event that has the most parent participation.
- The school offers a flexible number of meetings for Title I parents
 - Monthly Family Fridays are offered for all parents to provide information about upcoming changes or new programs. Parents will have opportunities to ask questions and receive clarification about school policies.
 - Parental input from the parent meetings and training sessions will be shared with the School Site Council (SSC) and the English Learner Advisory Committee (ELAC) to provide organized, ongoing, timely way of involving parents in the planning, review, and improvement of the program
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs and the Title I parental involvement policy. This is accomplished through parent meetings such as the School Site Council.
- The school provides parents of Title I students timely information about Title I programs and an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - Parents are notified annually of the individual student assessment results by the district's Research and Reporting Department and Testing Department. An explanation of the information is available in several languages. In addition, parents will be notified about student classroom performance through tri-annual report cards and parent conferences are offered to discuss performance expectations.
 - Calendar for families is distributed to communicate upcoming events as well as resources for family support, curriculum news, and opportunities for parental involvement.
 - Parent meetings (e.g. ELAC, Family Fridays, Hoover Cluster Parent Liaison)
 - Regularly scheduled parents training sessions and/or Curriculum Nights

- Flyers are provided for all parents in English and Spanish to communicate upcoming meetings. A Parent Bulletin Board is used to promote upcoming events and scheduled classes. Schoolmessenger is used to promote meetings or events.
- Parents are invited on campus daily. We have regularly scheduled classes, curriculum trainings, Family Friday experiences, and advisory committee meetings (e.g. ELAC and SSC).
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children. This may be at
 - Parent/teacher conferences
 - Meetings with the principal

Home School Compact

Edison Elementary distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

Building Capacity for Involvement

Edison Elementary engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. This happens through parent meetings at Hoover cluster, at Family Fridays, SSC, and ELAC.
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and how to work with parents as equal partners.
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Parents participate in the following:

- School Site Council
- English Learner Advisory Committee
- Feeding America Pantry
- Site Governance Team

- Hoover Cluster
 - Food for kids
 - Monthly workshops for parents
 - Family Nights
- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that parents understand. All flyers and letters are translated to Spanish. Automated phone calls via Schoolmessenger are also sent in English and Spanish.

Accessibility

Edison Elementary provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. Documents will be translated for any language that comprises at least 15% of the school population and translation services will be offered at parent meetings. Meetings will be held at locations of the school compliant with the Americans with Disabilities Act.

Primaria Edison

POLÍTICA DE TITLE I PARA LA PARTICIPACIÓN DE LOS PADRES

En el otoño, se realizará una junta anual para compartir con los padres una descripción del programa Title I y sus requisitos.

La **Primaria Edison** ha desarrollado por escrito una política de Title I para la participación de los padres informada por los padres de Title I. Ya que toda la escuela es Title I, la política se distribuye a todos los estudiantes.

La política describe los medios para llevar a cabo los requisitos para la participación de padres de estudiantes de Title I [20 USC 6318 Sección 1118(a)-(f) inclusivo].

Participación de padres en el programa Title I

Para fin de que los padres participen en el programa Title I en **Edison**, deberán de establecerse las prácticas descritas a continuación:

- La escuela convoca una reunión anual para informar a los padres de estudiantes de Title I acerca de los requisitos y los derechos de Title I para poder participar en el programa Title I. Esta junta se lleva a cabo durante un Viernes de Familia ya que la participación de padres es más grande durante este evento.
- La escuela ofrece un número flexible de reuniones para padres de Title I
 - Viernes de Familia se lleva a cabo mensualmente para proporcionar información acerca de cambios futuros o programas nuevos. Los padres tendrán oportunidades para hacer preguntas y recibir aclaraciones acerca de las políticas de la escuela.
 - Los comentarios de las reuniones de padres y de las sesiones de capacitación se compartirán con el Comité Consultivo del Plantel (SSC) para proporcionar una forma organizada, continua y oportuna de interesar a los padres en la planeación, revisión y mejoras del programa
- La escuela logra la participación de los padres de estudiantes de Title I para proporcionar una forma organizada, continua y oportuna en la planeación, revisión y mejoras de los programas Title I de la escuela y de la política de participación de padres. Esto se logra por medio de juntas de padres como del ELAC y del Comité Consultivo del Plantel.
- La escuela proporciona a los padres de estudiantes de Title I información oportuna y una explicación del currículo utilizado en la escuela, las evaluaciones utilizadas para medir el progreso estudiantil y los niveles de dominio que se espera que logren los estudiantes.
 - Los resultados de las evaluaciones estudiantiles individuales los entrega el departamento *Research and Reporting Department and Testing* a los padres cada año. Una explicación de los resultados estará disponible en varios idiomas. Además, se informará a los padres acerca de la competencia en el aula del estudiante por medio de boletas de calificaciones cada cuatrimestre y se ofrecerán conferencias para padres para discutir las expectativas de dominio.
 - Se ofrecerá información acerca de programas escolares durante el año para apoyar la aceleración estudiantil.
 - Habrá un calendario para que las familias lo distribuyan para informar acerca de eventos futuros así como recursos para apoyo familiar, noticias del currículo y oportunidades para participación de padres.

- Reuniones para padres (ej. ELAC, talleres de padres con M. Levitan, Viernes de Familia)
 - Capacitaciones para padres programadas regularmente y/o Noches de Currículo
 - Las circulares se proveerán para todos los padres en inglés y en español para informar acerca de reuniones futuras. Se utiliza una “cartelera para padres” para promover eventos futuros y clases programadas. Llamadas automáticas usando “Schoolmessenger” se utilizan para promover juntas o eventos especiales.
 - Se invita a los padres todos los días a que visiten el plantel. Tenemos clases regulares programadas, capacitaciones de currículo, experiencias de viernes familiar y comités como ELAC o SSC.
- Si los padres de estudiantes de Title I lo solicitan, la escuela les proporcionará oportunidades por medio de reuniones regulares que permiten que los padres participen en las decisiones relacionadas con la educación de sus hijos. Quizá esto se logre con:
 - Conferencias entre padres y maestros
 - Reuniones con la directora

Convenio entre Escuela y Padres

La Escuela Primaria Edison distribuye un contrato entre escuela y padres a los padres de estudiantes de Title I. El convenio, el cual se desarrolló en conjunto con los padres, describe como los padres, todo el personal docente y los estudiantes compartirán la responsabilidad de los logros estudiantiles aumentados. Describe maneras específicas en las cuales la escuela y las familias se aliarán para ayudar a que los niños logren los altos requisitos académicos estatales. Habla acerca de los requisitos legales enumerados a continuación, así como otros asuntos sugeridos por los padres de los estudiantes Title I.

- La responsabilidad de la escuela de proveer currículo e instrucción de alta calidad
- Las maneras en las cuales los padres se responsabilizarán por apoyar el aprendizaje de sus hijos
- La importancia de la comunicación continua entre los padres y los docentes por medio de un mínimo de conferencias anuales de padres y maestro; reportes frecuentes acerca del progreso estudiantil; acceso al personal; oportunidades para que los padres participen como voluntarios en la clase de su hijo y oportunidades para observar las actividades en el aula

Construyendo Capacidad para la Participación

La Primaria Edison participa con los padres de Title I con interacciones significativas con la escuela. Apoya la alianza entre el personal, los padres y la comunidad para mejorar los logros académicos estudiantiles. Para ayudar a lograr estas metas, la escuela ha establecido las siguientes prácticas.

- La escuela proporcionará a los padres de Title I con asistencia para comprender los requisitos estatales del contenido académico, evaluaciones y cómo vigilar y mejorar los logros de sus hijos. Esto sucede en juntas o talleres de padres con M. Levitan, en los Viernes de Familia, SSC y ELAC.
- Con la ayuda de los padres de Title I, la escuela instruye a los miembros del personal acerca del valor de las contribuciones de los padres y la manera en la cual trabajar con los padres como socios equitativos.
- La escuela coordina e integra el programa de participación de padres de Title I con otros programas y realiza otras actividades, como centros de recursos para padres para animar y apoyar a los padres a que participen de lleno en la educación de sus hijos.

Los padres podrán participar en lo siguiente:

- En el Comité Consultivo del Plantel
- En el Comité Consultivo para Alumnos que Aprenden
- En *Feeding America Pantry*

- En el Comité Gubernativo del Plantel
 - En la agrupación de Hoover
 - En la sección de la biblioteca para padres en la biblioteca
-
- La escuela distribuye información relacionada a la escuela, a programas para padres, juntas y otras actividades a los padres de Title I de manera que comprendan. Todos los folletos y cartas son traducidas a Español. Las llamadas automáticas usando Schoolmessenger también se mandan en Inglés y Español.

Accesibilidad

La Primaria Edison proporciona oportunidades para la participación de todos los padres Title I, incluyendo a padres con inglés limitado, padres con discapacidades y padres de estudiantes migratorios. La información y los reportes escolares se proveen en un formato e idioma que los padres entiendan. Los documentos se traducirán para cualquier idioma que incluya un mínimo de un 15% de la población de la escuela y se ofrecerán servicios de interpretación en las juntas de padres. Las juntas serán en las ubicaciones de la escuela que cumpla con la Ley para Estadounidenses con Discapacidades (ADA).

APPENDIX C

HOME/SCHOOL COMPACT

SAN DIEGO UNIFIED SCHOOL DISTRICT

Edison Elementary School

HOME/SCHOOL COMPACT

Edison Elementary School and the parents of students participating in activities, services, and programs funded by Title I, part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and the parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year 2018-19.

School Responsibilities:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

Edison Elementary is dedicated to providing the strongest, standards-based instruction at all grade levels. Instruction is specifically designed to reflect the students within the classroom, targeting their specific strengths and needs in literacy and math.

Teachers and support staff also improve their practice, assessment, and instructional techniques by engaging in regular professional development in the content areas. Within these learning experiences, teachers engage in lesson studies, professional readings, student study, and curriculum planning and development.

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Parent teacher conferences will be held during calendared windows after completion of a reporting period as well as throughout the year as needed to communicate strengths and concerns to students and family members. Scheduled parent/teacher conferences will be held on November, 2018 and March, 2019.

3. Provide parents with frequent reports on their child's progress.

Parents will receive notification about a child's progress both formally and informally throughout the year. Report cards are distributed to capture current student performances by November, March, and July, reflecting the three grading periods. In addition, parents are invited to Student Study Team meetings if additional support is explored or needed. During these meetings, student progress is described and documented.

4. Provide parents reasonable access to staff.

Parents are invited on campus daily. We have regularly scheduled classes, curriculum trainings, Family Friday experiences, and advisory committee meetings. In addition,

teachers host two after-hour classroom visitations during Back-to-School Night and Open House for all families to participate. Teachers participate in multiple family activities before, during, and after the school days such as Family Friday/Shining Stars, Family Science Night, and Arts Night. Staff members are available after school as children are picked up and they are also available for scheduled appointments.

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

Parents are allowed to visit/observe in their child's classroom. Edison welcomes parents as volunteers both in and out of the classroom. Family Friday is scheduled for every first Friday of the month to invite parents into the classroom to do activities with their child.

Parent Responsibilities

We, as parents, will support our child's learning by:

- Ensuring my child's arrival to school on time and regular attendance.
- Providing appropriate time and location to complete homework.
- Participating in decisions relating to my child's education.
- Participating in conversations with my child's classroom teacher about my child's progress.
- Participating in the school uniform policy to build academic achievement.
- Participate in regularly scheduled parent trainings around language development, literacy and mathematical thinking.

Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards.

- Do my homework daily.
- Read for at least 30 minutes every day.
- Wear my uniform daily to build academic success.
- Give all notices about school to the adult that takes care of me.
- Arrive at school on time.

SAN DIEGO UNIFIED SCHOOL DISTRICT
ESCUELA EDISON

CONTRATO ENTRE LA ESCUELA Y EL HOGAR

La Escuela Edison y los padres de alumnos participantes en actividades, servicios y programas financiados por Title I, A de la Ley de Educación Primaria, Intermedia y Preparatoria (ESEA) (niños participantes) aceptan que este contrato describe cómo los padres, el personal escolar y los estudiantes compartirán la responsabilidad de mejorar el rendimiento académico de los alumnos y los medios por los cuales la escuela y los padres formarán una comunidad que ayude a los niños cumplir las altas normas académicas de California.

Este Contrato entre la Escuela y el Hogar entra en efecto durante el ciclo escolar 2018-19.

PROVISIONES NECESARIAS PARA CONTRATO ENTRE LA ESCUELA Y EL HOGAR

RESPONSABILIDADES DE LA ESCUELA

La escuela Edison:

1. Brindará un plan de estudios y enseñanza de alta calidad en un entorno favorable y eficaz que permita la participación de los niños y el cumplimiento de las normas académicas de rendimiento estudiantil de California de la siguiente manera:

Edison se dedica a proporcionar la instrucción más fuerte, basada en estándares en todos los grados. La instrucción está diseñada específicamente para reflejar las necesidades de los alumnos dentro del aula, según sus fortalezas y necesidades específicas en lectura y matemáticas.

Los maestros y el personal de apoyo también mejoran su práctica, evaluación y técnicas de instrucción mediante la participación en el desarrollo profesional regular en las áreas de lectoescritura, matemática, y ciencia. Dentro de estas experiencias de aprendizaje, los profesores participan en los estudios de lecciones, lecturas profesionales, y la planificación y desarrollo curricular.

2. Tendrá conferencias entre padres y maestros (al menos anualmente en las escuelas primarias) durante las cuales se hablará del contrato en lo relacionado a el rendimiento individual del niño.

Las conferencias entre padres y maestros se llevarán a cabo después de la finalización de las calificaciones, y durante el año como sea necesario para comunicarse acerca de las fortalezas y preocupaciones a los estudiantes y miembros de la familia. Las conferencias de padres / maestros se llevarán a cabo noviembre, 2018 y marzo, 2019.

3. Brindará a los padres informes frecuentes sobre el progreso de su hijos.

Los padres recibirán una notificación sobre el progreso de su hijo/a tanto formal como informalmente durante todo el año. Las tarjetas de calificaciones se distribuyen para reportar el progreso de los estudiantes en noviembre, marzo, y

julio, lo que refleja los tres períodos de calificación. Además, los padres están invitados a las reuniones de equipo (IST) donde se explora apoyo adicional o necesario. Durante estas reuniones, se describe y documenta el progreso del estudiante.

4. Ofrecerá a los padres acceso razonable al personal.

Los padres están invitados en el campus todos los días. Tendremos clases para padres regular mente, Viernes de Familia, y juntas de comités como SSC y ELAC. Además, tendremos la Noche de Regreso (otoño) a Escuela y Casa Abierta (primavera) para todas las familias. Los maestros participan en múltiples actividades de la familia antes, durante y después de los días de la escuela como Viernes de Familia/ Shining Stars, Noche Familiar de Ciencias y Noche de Arte. Los miembros del personal están disponibles después de escuela ya que los niños se hayan recogido y también están disponibles con una cita.

5. Ofrecerá a los padres oportunidades de servicio voluntario y participación en la clase de sus hijos y de observar las actividades de la clase, de la siguiente manera:

A los padres se les permite visitar/observar la clase de su hijo/a. Edison da la bienvenida a los padres como voluntarios dentro y fuera del aula. Viernes Familiar está prevista para el primer viernes de cada mes para invitar a los padres en el aula para hacer actividades con sus hijos.

RESPONSABILIDADES DE LOS PADRES

Nosotros, como padres, apoyaremos el aprendizaje de nuestros hijos por:

- Asegurar la llegada de mi hijo a la escuela a tiempo y asistencia regular.
- Proporcionar tiempo y lugar apropiado para completar la tarea.
- Participar en las decisiones relativas a la educación de mi hijo.
- Participar en conversaciones con el maestro de mi hijo acerca del progreso de mi hijo.
- Participar en el uso de uniforme escolar para construir el rendimiento académico.
- Participar en las clases para padres programadas regularmente acerca del desarrollo del lenguaje, la alfabetización y el pensamiento matemático.

RESPONSABILIDADES DEL ALUMNO

Nosotros, los estudiantes compartiremos la responsabilidad de mejorar nuestro rendimiento académico y cumpliremos con las altas normas académicas de California:

- Haré mi tarea todos los días y pediré ayuda si la necesito.
- Leeré al menos treinta minutos al día fuera del horario escolar.
- Entregaré a mis padres o adulto responsable de mi bienestar todas las notificaciones e información recibida en la escuela diariamente.
- Llegar a la escuela a tiempo.
- Usar el uniforme de la escuela.

APPENDIX D

TITLE I/MPP BUDGET ALLOCATIONS SUMMARY GRID

School	Resource	Account	ACT DESC	Job Code Title	Values Sum of Projected (Budget) FTE	Sum of Projected (Budget) Dollar Amount
Edison Elementary	09800	1210	Counselor	School Counselor	0.6000	\$ 47,658.60
		2231	Other Support Prsnl PARAS	Library Asst	0.2380	\$ 5,937.15
		2236	Health Prsnl PARAS	Health Technician	0.2000	\$ 6,823.60
		3000	Employee Benefits			\$ 27,940.38
		4301	Supplies			\$ 1,412.28
		5733	Interprogram Svcs/Paper			\$ 4,000.00
		09800 Total			1.0380	\$ 93,772.01
	30100	1109	Pull/Out Push In	Inschool Resource Tchr	1.0000	\$ 88,938.00
		1189	Retired Clsrm Teacher Hrly			\$ 3,000.00
		1210	Counselor	School Counselor	0.2000	\$ 15,886.20
3000		Employee Benefits			\$ 44,188.70	
4301		Supplies			\$ 13,304.10	
5733		Interprogram Svcs/Paper			\$ 1,000.00	
5735		Interprogram Svcs/Field Trip			\$ 10,000.00	
	30100 Total			1.2000	\$ 176,317.00	
30103	2986	Other Clsfd NonUnion Hrly			\$ 500.00	
	3000	Employee Benefits			\$ 142.05	
	4301	Supplies			\$ 1,674.95	
	5721	Interprogram Svcs/Duplicating			\$ 500.00	
	30103 Total				\$ 2,817.00	

APPENDIX E

2018-19 SPSA ASSESSMENT AND EVALUATION

APPENDIX E
SINGLE PLAN FOR *STUDENT* ACHIEVEMENT

EVALUATION AND ASSESSMENT SURVEY SUMMARY

School Name: Edison Elementary

 TYPE OR PRINT

ANALYSIS OF SCORES FOCUS AREA	NOTES/ACTION/DECISIONS
MAXIMIZING INSTRUCTIONAL TIME	<p>Grade levels have year long plans for ELA and Math. Teachers have daily schedules and instructional time is protected as much as possible from unnecessary interruptions. Each grade level has selected and utilizes their own formative and summative assessments using CORE, Illuminate, DRA, Achieve3000 and AR. Data is collected analyzed, and utilized for instructional planning during grade level collaborations. Teachers use Envision for Math, Benchmark Adelante for Spanish Language Arts, and we are in the process of purchasing Benchmark Advance for English Language Arts. Teachers who do not have Advance yet, utilize teacher created ELA units. Due to our population needs for English Language Development, staff and SSC indicated that they want to continue to fund a resource teacher who specifically works with small groups of English Learners. For 18-19, we will revisit and more clearly articulate our goals for maximizing instructional time.</p>
CLOSING THE ACHIEVEMENT GAP	<p>Our academic performance during the last two years has shown improvement such that we earned the Distinguished School Award. Nevertheless we will revisit and more clearly articulate our goals for closing the achievement gap in order to maintain the needs of our students at the fore and to maintain vertical and horizontal consistency. Due to our population needs for English language Development, staff and SSC indicated to that they wanted to supplement our language program by continuing to fund a resource teacher who specifically works with small groups of English learners to develop ELD. We would also like to have professional development in order to better serve the needs of our students with disabilities. Common assessments are selected and created by grade level teams based on expected learning outcomes of units that have been taught. Our population also has many socio-emotional needs commonly</p>

	associated with high poverty. As a result the staff and SSC also indicated that they want to fund a counselor on full-time status.
PROFESSIONAL DEVELOPMENT	Professional development has not necessarily been identified or planned based on the articulated goals of the SPSA. Often times, district leadership influences the direction of the PD topics and focus. In addition, reduced funding limits our ability to send people to professional development along with issues around a shortage of visiting teachers. For 18-19 PLCs will take place on additional minimum days. If additional funding is provided by the district, those funds will go directly toward visiting teachers for PLCs.
GRADUATION/PROMOTION (READING)	The reading goals for students in grade 3 is level 38 on the DRA and for grade 5 we look at Lexile and AR levels. They are expected to perform at grade level.
PARENT ENGAGEMENT	Edison has an active English Learner Advisory Committee and School Site Council. Multiple opportunities for involvement are provided throughout the year with events such as monthly parent workshops on a variety of topics, Family Friday, Arts night, Open House, etc. For 18-19 we will continue to bring many workshops for parents. All communications that go out to parents directly from Edison is done in English and Spanish. When we send home flyers from outside organizations we request Spanish although this is not always possible.