

THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT EDISON ELEMENTARY SCHOOL

2020-21

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: Lee, Jamie

Contact Person: Lee, Jamie

Position: Principal

Telephone Number: (619) 344-5400

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

E-mail Address: jlee5@sandi.net

The following items are included:

- Recommendations and Assurances
- Data Reports
- SPSA Assessment and Evaluation Summary
- Parent & Family Engagement Policy
- School Parent Compact

Board Approval: 12/15/2020

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.

**2020-21 SCHOOL PLAN FOR STUDENT ACHIEVEMENT
RECOMMENDATIONS AND ASSURANCES**

SCHOOL NAME: Edison Elementary School

DUE: October 5, 2020

SITE CONTACT PERSON: Dr. Jamie Lee, Principal

PHONE: 619.344.5400

FAX:

E-MAIL ADDRESS: jlee5@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) CSI School

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: 9/30/2020 |
| <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 checked="" type="checkbox"/> Other (list): Feedback from Edison Staff | Date of presentation: 9/28/2020 |

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: 10/2/2020

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.

Dr. Jamie Lee
Type/Print Name of School Principal

J Lee 10/2/20

Signature of School Principal / Date

Type/Print Name of SSC Chairperson

Signature of SSC Chairperson / Date

Mr. Tony Ragland
Type/Print Name of ELAC Chairperson

Tony Ragland 10-2-20

Signature of ELAC Chairperson / Date

Dr. Christina Casillas
Type/Print Name of Area Superintendent

Christina Casillas 11/17/20

Signature of Area Superintendent / Date

Submit Document With Electronic Signatures To:
Financial Planning, Monitoring and Accountability Department
Eugene Bruckner Education Center, Room 3126

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SCHOOL PLAN FOR STUDENT ACHIEVEMENT: EXECUTIVE SUMMARY**PURPOSE AND DESCRIPTION**

This School Plan for Student Achievement fulfills the requirements of a Title 1 Schoolwide program school. We also include the instructions about how we will address our LCAP goals for our unduplicated count of students in our vulnerable categories. Our plan reviews how we will address the unique needs of our students who are eligible to receive Title 1 supports and services to close the opportunity and achievement gaps in performance.

PURPOSE AND DESCRIPTION (ESSA REQUIREMENTS)

All goals contained in the SPSA are directly linked to the SDUSD's LCAP goals 1-5 as outlined below. All LCAP goals contained in this plan directly support the ESSA requirements to close academic achievement gaps for all students.

LCAP Goal 1: Closing the achievement gap with high expectations for all.

LCAP Goal 2: Access to broad and challenging curriculum.

LCAP Goal 3: Quality leadership, teaching and learning

LCAP Goal 4: Positive school environment, climate, and culture – with equity at the core and support for the whole child.

LCAP Goal 5: Family and community engagement with highly regarded neighborhood schools that serve students, families and communities.

The LCAP Vision 2020 incorporates a broad, community-based vision for its graduates:

Creates improved and broader measures of student achievement.

Develops schools as neighborhood learning centers.

Ensures effective teaching in the classroom.

Engages parents and community volunteers in the educational process.

Facilitates communication and support.

STAKEHOLDER INVOLVEMENT (REQUIRED)

SSC Meeting occurred in January 2020. Budget was approved.

SSC Meeting occurred on September 23, 2020 to solicit SSC input about SPSA goals and budgets. <https://drive.google.com/file/d/1j4lsTsHOxxN25NzcDFIXkWNdgbNzjusP/view?usp=sharing>

Edison Staff contributed input during Staff Meeting on September 28, 2020 regarding SPSA goals and strategies. https://docs.google.com/document/d/11Qyt2onDQ4_ZMawg7_SLjCF-6RIYwWG-q8RLTntZ38g/edit?usp=sharing

ELAC Meeting occurred on September 30, 2020 to review SPSA goals and strategies for English Learners and gave feedback. <https://drive.google.com/file/d/1lhY18bmmsd-CeojyHSTwFILtzew0voJe/view?usp=sharing>

SSC Meeting occurred on October 2, 2020 for SPSA approval.

RESOURCE INEQUITIES

Resource inequities exist in three areas: materials, support staff, and professional learning.

Materials:

A common, proven, and comprehensive curriculum lays the foundation for high quality teaching and learning. Although many programs claim to be comprehensive, there is often the need for additional materials that target needs of specific populations such as English Learners, Students with Disabilities, and Black Youth. Currently we have a guaranteed and viable curriculum for Language Arts/ELD (Benchmark Advance) and Mathematics (Envision and Engage NY) which serve to target Tier 1 instruction. For Tier 2 and 3 intervention/support supplements, we also utilize online curriculum programs such as iReady, ST Math, Starfall, and RazKids. iReady, ST Math, and Mystery Science provide students with additional instruction and support at their specific learning level. These are all strongly research-based programs. We have purchased supplemental materials in ELA (Benchmark Advance "Steps to Advance") which serve to target Students with Disabilities. However, we feel that we do not have appropriate materials in Mathematics for our students with disabilities or students in Tier 3. The global pandemic, COVID-19 has required us to shift to online learning, which requires a new set of possible supplements that can be easily adapting for computer-based personalized learning and extra materials for home-based learning (sets of materials at home and at school).

Support Staff:

Targeting the needs of the whole child requires a "village". Teachers and one administrator are hard pressed to meet the social-emotional, health, and instructional needs of students without additional support systems in place. By virtue of its poverty level (96%), many of our students come to school carrying the burden of many issues associated with high poverty environments (e.g. traumatic events). The social emotional needs of our population greatly impact learning therefore we fund our counselor for four days because this position is funded by the district for one day. Over the years that we have funded a full-time counselor, we have seen many benefits, which are reflected in our school climate and academic performance. However, funding support staff is very expensive and therefore takes away from our ability to fund in other areas. Every year stakeholders weigh the pros and cons of where we spend our monies and have made the decision to continue funding four additional days of counseling, however, if this position were either fully funded or funded at a higher rate, we would then be able to purchase other materials and professional learning.

Currently we fund a Resource Teacher who works in reading with English Learners (newcomers and at-risk LTELS). This resource teacher collects pre- and post data, which shows substantial growth for the students with whom he works. Nevertheless, the high needs of our population would benefit from additional support staff who might work with students who are also struggling in mathematics.

Professional Learning

Professional learning is meant to increase an educator's knowledge base and/or teaching skills. As society changes, so must education; therefore, ongoing professional development is necessary. This year has been uniquely challenging because our lives and education have been marked by the global pandemic known as COVID-19. The pandemic has required schools to go for remote online learning, and teacher professional learning is continually shifting and adjusting. The amount of professional learning time at the school site (2 hours a month) is insufficient given the many needs we have as well as having to use some of that time for required activities such as ELPAC training. Some professional learning takes place during PLC time but this is also limited, as the majority of time must be spent on data analysis, instructional planning, and discussing specific student needs. Setting funds aside for visiting teachers for professional learning and registration fees is a costly endeavor. As a result, when deciding how to use the funds for visiting teachers, stakeholders feel that having PLCs should take precedence, which leaves very little to no funds for other professional

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learning activities. Additionally, the pandemic has created a new schedule for teachers and students, which includes flex time built into the school day for teachers to plan, collaborate, and attend meetings related to their students' needs (IEPs, SSTs, 504s, Staff, PLC, and Leadership). The flextime is unique to the online learning scheduling, so teachers may not receive this time within their school day when students return to campus full-time.

SCHOOL SITE COUNCIL MEMBERSHIP	
Member Name	Role
Dr. Jamie Lee	Principal
Carlos Bribiesca	Teacher
Lillian Kepler-Gonzalez	Teacher
Brenda Barnard	Teacher
Tony Ragland	Other School Staff
Flor Esther Cruz Aparicio	Parent
Irma Cepeda	Parent
Maria Isabel Galeana Leyva	Parent
Marianna Velazquez-Villada	Parent
Lisbeth Vargas	Parent

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW

Goal 1 - Safe, Collaborative and Inclusive Culture

Call to Action Belief Statement

Our work is about widening the sphere of success by engineering equitable learning conditions for all students. We believe classrooms can be places of hope where teachers and students imagine the kind of society we could live in and where educators design meaningful and inclusive education experiences in order for students to be agents of change and make this hope a reality.

District LCAP Goals

4. Positive school environment, climate, and culture – with equity at the core and support for the whole child.

Annual Review of This Goal: SPSA Reviewed 2019-20

***Analysis**

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

For 19-20, students needed to leave school in March 2020 due to the global pandemic, which resulted in "no harm" grading, which did not require students to produce schoolwork, and the cancellation of the CAASPP and ELPAC summative assessments.

The counselor has initiated a wide range of supports inside and ancillary to the classroom. She provides weekly and monthly lessons about restorative practices, character education, promoting inclusivity, and ensuring students' feel safe. She also provides individual supports, makes social-emotional referrals, and leads meetings for learning interventions (SST), ADA access (504), and attendance interventions (SART & SARB). These efforts have supported the incremental growth in performance outcomes in ELA & Math on the CAASPP, improved attendance overall, and social inclusion through the California Healthy Kids Survey. Additionally, upon review of our School Safety Plan and in collaboration with our SDUSD School Police, we address community-based issues that affect our students social-emotional growth, and development.

***Major Differences**

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

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For this year, the medium through which the counselor and resource teacher provide support has changed from live meetings to virtual online meetings. However, the strategies continue. Feedback from the stakeholders has illuminated the need for more activity for boys through scouts, running, or other activities that engage boys and keep them connected to school. Favorable feedback was given toward the work of the school counselor, and results from assessments and attendance rates would indicate the success. Due to the pandemic COVID-19, attendance is calculated differently, as students are at home, and they are marked positively for attendance if they attend the synchronous sessions or complete the assigned classwork. However, some families continue to struggle with strong internet connections despite the district's provision of laptops and internet hotspots (e.g. multiple children at home, parent work schedules).

*Changes

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.

No changes at this time.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	feel connected to the school (high)	44	65	CAL-SCHLS (CHKS)	annual
June 2021	TK-5	attend school	95.39	96	Attendance	monthly
June 2021	TK-5	feel supported at school (high)	62	80	CAL-SCHLS (CHKS)	annual

*Identified Need

Data from the 2018-19 CHKS shows that 44% of students feel highly connected to the school, while 53% feel moderately connected to the school. We would like to increase this percentage of highly connected to 65%, with 100% at moderate or high (none at low). Attendance data for 2018-19 shows that our attendance rate was 95.39% (as of month 10). Attendance rates during COVID-19 have been quite variable compared to live rates, so we will continue with our baseline pre-COVID. As of Oct, 5th, attendance rates are hovering around 90%, and 143 students have at least one day marked as absent, which is 37.7%. Two students have not been contacted or showed up for one day due to their current location. Enrollment continues to go back up, as projections were at 354, and we are enrolling 383. The top concern for connectedness continues to be reports of slow internet connections and challenges with sound and audio. For those who are connected, there is good engagement during live instructional time, but approximately 40% of students are not continuing their independent work, which is supposed to be completed on their own time after synchronous hours. Please note Edison is composed of students who are socioeconomically disadvantaged at a 96.5% rate. The all-student goal covers this group of students.

*Online Learning Implications

- Social Emotional Learning - Supporting the physical and mental well-being of our students by including social-emotional learning into daily lessons and units of instruction.
- Restorative Communities - Acknowledging student behavior and promoting healthy relationships to ensure ALL students and staff feel valued and respected.
- SDUSD's on-site learning option offers students access to daily in-person instruction, which is designed and led by teachers to ensure both academic success and social-emotional well-being. Schedules have been purposefully developed to ensure that students will have time to interact with their teachers and their peers and have access to interventions and enrichment.
- Social-Emotional Learning and Restorative Justice Practices
- Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level
- Social and Emotional Learning (SEL) will be embedded in the instructional core during online and onsite learning.
- Schools will continue wellness efforts via school wellness coordinators.
- Our District will continue to provide Trauma-Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.
- Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

Attendance/Chronic Absenteeism related

- Tier 1 - Classroom Teachers will be required to take attendance daily in PowerSchool. Parents of students who are absent will be notified through School Messenger that their child(ren) was absent from the day's learning. Teachers will adjust daily participation and attendance records when students submit completed assignments and or assessments.
- Tier 2 - School Leaders and Counselors will monitor attendance and participation on a weekly basis and contact the parents and families of students who have multiple days of absences. Additional measures will be taken to support families of students who are chronically absent.
- Tier 3 - The District's Family and Community Engagement team will follow up with any family that cannot be reached by school site staff. This team will also conduct home visits and wellness checks to connect with the students who are not engaging in online learning.
- Classified clerical employees adjusting their work to focus on monitoring attendance and working with families to ensure access to online resources and instruction.

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	English Learner	reduce chronic absenteeism	13%	7%	Attendance	daily
June 2021	TK-5	Hispanic or Latino	reduce chronic absenteeism	15%	7%	Attendance	daily
June 2021	TK-5	Homeless/Foster	reduce chronic absenteeism	23%	15%	Attendance	daily
June 2021	TK-5	Students with Disabilities	reduce chronic absenteeism	16%	8%	Attendance	daily

Attendance Support-Counselor

***Students to be served by this Strategy/Activity**

All students from all grade levels who demonstrate attendance gaps will be served by this strategy.

***Strategy/Activity - Description**

COUNSELOR (ATTENDANCE)

For the attendance goal, the counselor facilitates and/or participates in the following:

- United Way partnership
- Attendance groups
- Work with the Attendance Clerk to target struggling students
- Monthly Attendance meetings (SART & SARB)
- Home visits
- Positive reinforcements & recognitions for excellent attendance
- Work with the technology department to address gaps in technology
- Provide insight to Attendance Clerk regarding reports & calls home

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00891P	School Counselor	0.50000	\$43,536.00	\$62,771.71	0089-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt			Counseling
N0089BF	Counselor Hrly		\$1,524.00	\$1,863.70	0089-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmt			Additional hours for counselor support
N0089BG	Counselor Hrly		\$610.00	\$745.98	0089-30100-00-1260-3110-0000-01000-0000	Title I Basic Program			Additional hours for counseling support
N0089BH	Counselor Hrly		\$305.00	\$372.98	0089-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Additional hours for counseling support

***Additional Supports for this Strategy/Activity**

1. Partnership with the United Way "Every Student, Every Day". We are provided with an intern who works with selected students who are chronically absent. The program also provides us with incentives for parents and students as well as whole school activities throughout the year to encourage attendance.
2. Monthly Attendance meetings, which include the administrator, counselor, attendance clerk, and nurse. At these meetings, we review student absences and decide on a plan of action for students who are showing chronic attendance issues.
3. Attendance clerk is making regular calls home for chronic and daily absences to find out root causes or barriers to attendance.
4. District support team will provide guided support for attendance during COVID-19 online learning (Levels 3 & 4).

School Connectivity Intervention

***Students to be served by this Strategy/Activity**

All students from all grade levels who demonstrate attendance gaps will be served by this strategy.

***Strategy/Activity - Description**

COUNSELOR (SCHOOL CONNECTEDNESS)

To target the school connectedness goal, the counselor facilitates the following activities on a schoolwide basis:

- No place for hate
- Kindness week
- Bullying prevention lessons
- Second Step
- Girls on the Run
- Student Council
- Restorative Justice
- Increased activities for Boys to promote school connectedness & activity
- Weekly and monthly character education lessons for all classes
- Monday morning meeting for school connectedness and celebrations
- Shining Star monthly awards

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00891Q	School Counselor	0.20000	\$17,414.40	\$25,108.69	0089-30100-00-1210-3110-4760-01000-0000	Title I Basic Program			Counseling
F00891R	School Counselor	0.10000	\$8,707.20	\$12,554.32	0089-09800-00-1210-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Counseling supports for LCAP

***Additional Supports for this Strategy/Activity**

1. We are implementing restorative practices.
2. We participate in partnerships with the following organizations:
 - No Place for Hate - Bullying prevention activities
 - Girls on the Run - Afterschool leadership club for girls
 - Chavistas - Afterschool Leadership Club for gr. 3-5

Goal 2 - English Language Arts

Call to Action Belief Statement

We believe that literacy serves as a key gateway to social justice. Assuring that each and every student is proficient in reading, writing, listening and speaking is, therefore, our moral imperative. We believe that when students are not learning it is our shared responsibility to adjust the frequency, duration, structure and intensity of instruction.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

For 19-20, students needed to leave school in March 2020 due to the global pandemic, which resulted in "no harm" grading, which did not require students to produce schoolwork and a cancellation of the CAASPP and ELPAC summative assessments.

Implementation

- The Office of Language Acquisition purchased an ELA curriculum (Benchmark Advanced and Adelante) which we utilized. Benchmark as the core curriculum has been utilized for two years so far, and it includes fiction and non-fiction reading.
- We received two professional development sessions through Benchmark Education to assist with its implementation.
- The resource teacher worked with English Learners (at-risk LTELs and newcomers) in reading and writing.

Outcomes/Effectiveness

- Every grade level was able to teach a minimum of six units.
- The Language Arts SBAC scores showed an increase consistently over the past three years and across all sub-groups.
- The resource teachers' pre and post data showed significant increase in reading levels. For example, over a three-month period, students in his 3rd and 4th grade groups grew an average of three levels in reading (DRA), and students in his 5th grade group grew an average of 2.4 reading levels.

***Major Differences**

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

Implementation was successful, and there were no major differences to implementation. However, students with IEPs score below their peers in other categories.

***Changes**

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.

We will continue to utilize iReady, which is a diagnostic assessment and personalized curriculum for TK-5. Ed Specialists for Special Education will provide push-in supports (co-teaching) to all classrooms with students with IEPs and personalized supports for students who need more individualized activities and learning opportunities. They will also utilize the paraprofessionals to provide push-in and individualized support.

We expect the new diagnostic assessment, iReady, to give us more useable data that will assist teachers in better understanding the strengths and needs of all students so that they are able to adapt their instruction accordingly. Doing the iReady online is challenging because students are asked to complete the assessment independently, but if parents help, it is difficult to discern when parent is not on camera. However, teacher sets the assessment and provides most of the assessment while online in small groups. The accompanying curriculum will provide students with additional instruction and practice at their specific point of need based on the results of the diagnostic assessment.

***Goal 2 - English Language Arts**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3-5	meet or exceed standards (average among 3rd-5th)	61	72	CAASPP ELA	annually
June 2021	K-2	be at grade level on iReady diagnostic	n/a	75	Other (Describe in Objective)	K = 2x/year; Gr. 1-2 3x/year

***Identified Need**

The following data served as the basis for our goals:

- TK-2 data shows that 64% of students were reading at or above grade level on the Developmental Reading Assessment 2.
- Gr 3 data shows that 68.7% of students were meeting or exceeding standard on the SBAC, which was a 38.1% increase from 2015.
- Gr 4 data shows that 59.5% of students were meeting or exceeding standard on the SBAC, which was a 17.5% increase from 2015.
- Gr 5 data shows that 56.3% of students were meeting or exceeding standard on the SBAC, which was a 13.9% increase from 2015.
- Students with disabilities in TK-2 end of year DRA data shows that 2 of 17 students (12%) were reading at grade level.
- Students with disabilities SBAC data shows that 13.5% in grades 3-5 met standard on the SBAC.

The following data shows percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC (19-20 ELPAC summative wasn't completed due to COVID-19):

- In Gr. 1, 86% (25/29) of ELs tested at Level 2 or above. Four students below expected proficiency.
- In Gr. 2, 64% (16/25) of ELs tested at Level 3 or above. Nine students below expected proficiency.
- In Gr. 3, 72% (18/25) of ELs tested at Levels 3 or 4. Seven students below expected proficiency.
- In Gr. 4, 49% (17/35) of ELs tested at Level 4 and may be eligible for reclassification. Eighteen students below expected proficiency.
- In Gr. 5, 29% (6/21) of ELs tested at Level 4 and may be eligible for reclassification. Fifteen student below expected proficiency.
- For school year 18-19, 82 of 135 (61%) of ELs performed at expected levels on ELPAC

***Online Learning Implications**

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

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*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Students with Disabilities	make at least one year's growth on iReady	N/A	75	Other (Describe in Objective)	K=2x/year; 1-5 = 3x/year
June 2021	K-5	English Learner	make at least one level growth on ELPAC	61	75	Other (Describe in Objective)	annual

Professional Learning Communities

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

GRADE LEVEL COLLABORATIONS/PLC

Visiting Teachers can be funded so that teachers can meet in daylong grade-level collaboration each month when teachers are live. During this time, teachers will analyze data to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who require interventions.

During COVID-19 online learning with physical distancing, teachers are unable to meet in person, which negates the need for Visiting Teachers to relieve their instructional time for sufficient Collaboration and PLC work. Instead, during our online learning distanced professional meetings, funds will be allocated to curriculum work for teachers, which will enable teachers to work beyond their day for PLC work.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0089BI	Prof&Curriclm Dev Vist Tchr		\$9,792.00	\$11,974.64	0089-30100-00-1192-1000-1110-01000-0000	Title I Basic Program			Teacher hourly for PLC collaboration

Instructional Supports

***Students to be served by this Strategy/Activity**

All Students

***Strategy/Activity - Description**

ONLINE LANGUAGE ARTS PROGRAMS

We are purchasing licenses iReady, Starfall, and Raz Kids. These are all online language arts programs that provide opportunities for students to practice their reading skills at their particular instructional level. iReady also has an assessment component which helps teachers to monitor growth three times per year.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00894W	License And Fees		\$3,554.20	\$3,554.20	0089-09800-00-5842-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Online licenses for student personalized learning programs
N0089BM	Supplies		\$2,000.00	\$2,000.00	0089-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplements for ELA growth

Small Group Intervention

***Students to be served by this Strategy/Activity**

English Learners and struggling readers.

***Strategy/Activity - Description**

RESOURCE TEACHER

Because Edison has over 40% of students identified as EL or LTEL, with many more RFEP, a resource teacher is being funded to work with small intervention groups that target English Learners (newcomers and at-risk LTELS) and struggling readers needing more intensive support in language arts and ELA.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00891N	Inschool Resource Tchr	0.20000	\$19,017.40	\$27,078.04	0089-09800-00-1109-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Low-Income		To provide small group support for LTEL struggling readers

Literacy Support

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

LIBRARY ASSISTANT

The library assistant is being funded to promote a love of reading by teaching students how to select interesting books and at their level in a library. Students are also taught how to use library resources to help them with writing reports. Library Assistant can provide virtual resources for checking out books, accessing e-books, connecting students to high-interest reading lists, and more.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00891M	Library Asst	0.23800	\$6,880.10	\$9,169.11	0089-09800-00-2231-2420-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Additional hours for Library Tech

Instructional Supplies

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

INSTRUCTIONAL SUPPLIES

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the Benchmark language arts program. Due to COVID-19, additional funds will be allocated to instructional supplies because students need and are using individual kits of work at home, and teachers will also need materials for class, such that items that used to be shared cannot be shared, and students need their own materials.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00893I	Interprogram Svcs/Paper		\$3,800.00	\$3,800.00	0089-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Copy resources
N0089BL	Supplies		\$3,000.00	\$3,000.00	0089-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Additional materials for ELA

***Additional Supports for this Strategy/Activity**

The Chavista Club (gr. 3-5) includes a book club that meets weekly throughout the year.

Goal 3 - Mathematics

Call to Action Belief Statement

All students engage in rigorous and relevant mathematics to solve problems associated with personal, civic and professional contexts and are able to effectively explain and communicate their reasoning to a variety of audiences.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

For 19-20, students needed to leave school in March 2020 due to the global pandemic, which resulted in "no harm" grading, which did not require students to produce schoolwork and cancellation of the CAASPP and ELPAC summative assessments.

Implementation

- Teachers in grades K,1,2,4, and 5 utilized the Envision Math program
- Teachers in grade 3 utilized Engage NY math program.
- Students utilized ST Math and ST Math PK online program.
- TK/4 and TK/K classes are using the Benchmark curriculum, which includes math activities and curriculum.

Outcomes

On the SBAC, 55.7% of students meet or exceed the grade-level standards in Math. For grade-specific results:

- Gr 3 data exhibits 72.5% of students meet or exceed standards, which is a 41.1% increase from 2015.
 - Gr 3 sub-groups with the lowest scores are ELs and SwDs (IEPs) at 42.3% and 26.7%, respectively.
- Gr 4 data exhibits 59.2% of students meet or exceed standards, which is a 29.1% increase from 2015.
 - Gr 4 sub-groups with the lowest scores are ELs and SwDs (IEPs) at 32.4% and 8.3%, respectively.
- Gr 5 data exhibits 37% of students meet or exceed standards, which is a 9.6% increase from 2015.
 - Gr 5 sub-groups with the lowest scores are EL and SwDs (IEPs) at 8.7% and 0%, respectively.

***Major Differences**

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

No major differences occurred.

***Changes**

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.

In 19-20, we are going to utilize iReady, which is a diagnostic assessment and personalized curriculum. We expect the new diagnostic assessment, iReady, to give us more useable data that will assist teachers in better understanding the strengths and needs of all students so that they are able to adapt their instruction accordingly. The accompanying curriculum will provide students with additional instruction and practice at their specific point of need based on the results of the diagnostic assessment. Given the success of 3rd graders, demonstrating proficiency at such a high percentage is worth exploring further regarding alignment to grade-level standards and rigor.

***Goal 3 - Mathematics**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	meet or exceed standard	72.5	83	CAASPP Math	Annual
June 2021	K-2	perform at grade level or above on iReady Math diagnostic	n/a	75	Other (Describe in Objective)	K - 2x/year; gr. 1-5 - 3x/year
June 2021	4	meet or exceed standard	59.2	70	CAASPP Math	Annual
June 2021	5	meet or exceed standard	37	45	CAASPP Math	Annual

***Identified Need**

- The following data served as the basis for our goals:
- Fifty-six (56) percent of students in gr. 3-5 met or exceeded the standard on SBAC
 - Twenty-nine (29) percent of ELs in gr. 3-5 met or exceeded the standard on SBAC
 - Eleven (11) percent of students with disabilities in gr. 3-5 met or exceeded the standard on SBAC, wherein 0% of Gr 5 SwDs (IEPs) meet or exceed.
 - Gr 4 & 5 appear to require the most support for achieving meets and exceeds on SBAC in Math.

*Online Learning Implications

- In preparation for offering both online and on-site learning during the 2020-2021 school year, schools will refine their comprehensive assessment plans to include both virtual assessment tools and in-person assessments.
- Daily assessment strategies will include exit slips, student discussions, self-assessments, peer reviews, and conferring with students. Weekly assessments will include assessing student writing or student-developed presentation or videos. Monthly or unit assessments will include performance tasks, real-world projects, the development of web pages, and other presentations.
- It is critical that summative assessments be used to assess mastery toward grade-level standards and in determining student grades.
- Structures and digital tools to support student collaboration
- Flexibility for teachers to provide both whole group, small group, and individual instruction
- Multiple assessment opportunities embedded throughout to allow teachers to assess and provide feedback to support students as they move toward mastery
- Professional development for educators
- English Language Development - Both Integrated and Designated, in addition to strategies for differentiation and scaffolding instruction for English Language Learners
- Standards-Based Grading

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	English Learner	make at least one year's growth on iReady	N/A	75	Other (Describe in Objective)	K = 2x/year; gr. 1-5 = 3x/year
June 2021	K-5	Students with Disabilities	make at least one year's growth on iReady	N/A	75	Other (Describe in Objective)	K = 2x/year; gr. 1-5 = 3x/year

Professional Learning Communities

*Students to be served by this Strategy/Activity

All students

*Strategy/Activity - Description

GRADE LEVEL COLLABORATIONS/PLC

Visiting Teachers can be funded so that teachers can meet in daylong grade-level collaboration each month when teachers are live. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

During COVID-19 online learning with physical distancing, teachers are unable to meet in person, which negates the need for Visiting Teachers to relieve their instructional time for sufficient Collaboration and PLC work. Instead, during our online learning distanced professional meetings, funds will be allocated to curriculum work for teachers, which will enable teachers to work beyond their day for PLC work.

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00899J	Prof&Curriclm Dev Vist Tchr		\$1,524.00	\$1,863.70	0089-30106-00-1192-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmt			PLCs

Software Math Support

*Students to be served by this Strategy/Activity

All students.

*Strategy/Activity - Description

ONLINE MATHEMATICS PROGRAMS

We are purchasing licenses for iReady and ST Math / ST Math PK. This is an online math assessment and curriculum program which provides opportunities for students to practice their math skills at their particular instructional level. iReady also has an assessment component which helps teachers to monitor growth and individualize instruction three times per year.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0089BN	License And Fees		\$4,000.00	\$4,000.00	0089-09800-00-5842-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Licenses for online learning

Instructional Supplies

*Students to be served by this Strategy/Activity

All students.

*Strategy/Activity - Description

INSTRUCTIONAL SUPPLIES & MATERIALS

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items that facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials as necessary for mathematics. Due to COVID-19, students require additional materials and manipulatives in the home that are personalized for them, which requires additional resources for home and school kits that cannot be shared.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0089BO	Supplies		\$3,000.00	\$3,000.00	0089-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supplies

Goal 4- Supporting English Learners

Call to Action Belief Statement

We believe in the power of multilingualism because languages are connections to culture, history, people and knowledge. Our English Learners deserve educational opportunities which honor their rich lived experiences and unique identities as valued members of society. Schools and classrooms should foster language acquisition and literacy development as a means for students to leverage their identity, exercise their voice and transform their world today to influence the future of tomorrow.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

IMPLEMENTATION

For 19-20, students needed to leave school in March 2020 due to the global pandemic, which resulted in "no harm" grading, which did not require students to produce schoolwork and cancellation of the CAASPP and ELPAC summative assessments.

A resource teacher was funded to work with English Learners. At the beginning of the year, we collected student data and created the small groups with whom he worked. We begin by targeting students who are at risk LTELs and newcomers. The resource teacher consistently collects data for his groups so that they are flexible and dynamic as students make progress.

The resource teacher has been utility support for helping close the gap for our students learning English (emerging bilinguals) toward reclassification. With a nearly 50% enrollment of students who meet this classification, this is a significant job. The resource teacher handles the large quantity of ELPAC assessments for new students (kindergarten) and summative annual for ~50% of the enrollment.

ELD was included on the PLC Collaboration agenda each month. Because instruction has transitioned to online learning with built-in collaboration time (flex), the visiting teacher spending will be spent elsewhere to support teacher learning through additional planning time outside of the schedule, additional resources and materials, and support for students and families.

EFFECTIVENESS

- The resource teacher worked with English Learners (at risk LTELs and newcomers). His pre and post data showed a significant increase in reading levels. For example, over a three-month period, students in his 3rd and 4th-grade groups grew an average of three levels in reading (DRA), and students

in his 5th-grade group grew an average of 2.4 reading levels.

- The following data shows the percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC:

- In Gr. 1, 86% (25/29) of ELs tested at Level 2 or above. Four students below expected proficiency.
- In Gr. 2, 64% (16/25) of ELs tested at Level 3 or above. Nine students below expected proficiency.
- In Gr. 3, 72% (18/25) of ELs tested at Levels 3 or 4. Seven students below expected proficiency.
- In Gr. 4, 49% (17/35) of ELs tested at Level 4 and may be eligible for reclassification. Eighteen students below expected proficiency.
- In Gr. 5, 29% (6/21) of ELs tested at Level 4 and may be eligible for reclassification. Fifteen students below expected proficiency.
- Approximately (28/60) 47% of current 4th and 5th grade ELs may be at risk of being LTELs.

Reclassification data shows that we were able to reclassify 74% of our eligible candidates for reclassification in 18-19.

On the 2018-19 SBAC (Due to no scores in 19-20 because of COVID-19 requiring schools to go to online learning), we had 79 ELs and 89 RFEP take the test in ELA. Our RFEP data on SBAC shows a growth of 7% between 2018 and 2019 from 81% to 88% RFEP meeting or exceeding the standard.

The strength of this data along with the number of students (89) involved tells us that we are doing a good job of reclassifying students at the right time.

***Major Differences**

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

For 19-20, students needed to leave school in March 2020 due to the global pandemic, which resulted in "no harm" grading, which did not require students to produce schoolwork and cancellation of the CAASPP and ELPAC summative assessments. Initial ELPAC assessments are being conducted online due to an accommodated assessment from the state. There are plans to complete the ELPAC summative assessment in Spring 2021.

***Changes**

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.

Our goal will be to increase the number of students that are moving up to the expected annual growth rate. Taking into consideration issues such as date entered the US, attendance, or any other extenuating circumstances; we would like to see all students making annual expected growth. The resource teacher will continue to work with at-risk LTELs and newcomers in small groups to move students along the continuum of English learning standards in reading, writing, speaking, and listening, which will help them progress toward reclassification.

***Integrated English Language Development**

- The Benchmark program includes strategies for teachers to use as necessary and appropriate for integrated ELD.
- English Learners will be closely monitored for growth on assessments.
- During grade level collaborations, the agenda will include time for discussion about and planning for integrated ELD.
- iReady will have personalized learning paths in English language arts.
- Staff development will continue to focus on the Call to Action for supporting the process and outcomes for ELs.
- RazKids and RazKids have personalized activities that students can do online independently to develop skills.

***Designated English Language Development**

- For online learning, dELD time is intentionally scheduled into each teacher's synchronous and/or asynchronous instruction.
- The Benchmark program contains a comprehensive designated ELD component, which meets the State Standards as well as ELD standards.
- Systematic ELD program will be utilized K-2
- During grade level collaborations, the agenda will include discussion about and planning for designated ELD.
- Training will be provided by Benchmark Education.
- English Learners will be closely monitored for growth on assessments.
- There is dedicated ELD time built into each teacher's synchronous schedule with some asynchronous activity options.
- The resource teacher is able to pull small groups of EL and LTEL when students are struggling and to build specific skills and vocabulary for increasing their access to the core curriculum.

***Goal 4 - English Learners**

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	English Learner	make at least one level growth on ELPAC	61	75	Other (Describe in Objective)	annually

***Identified Need**

The following data shows the percent of students who performed at the expected level of proficiency on the 18-19 summative ELPAC (due to no 19-20 ELPAC summative scores):

In Gr. 1, 86% (25/29) of ELs tested at Level 2 or above. Four students below expected proficiency.

In Gr. 2, 64% (16/25) of ELs tested at Level 3 or above. Nine students below expected proficiency.

In Gr. 3, 72% (18/25) of ELs tested at Levels 3 or 4. Seven students below expected proficiency.

In Gr. 4, 49% (17/35) of ELs tested at Level 4 and may be eligible for reclassification. Eighteen students below expected proficiency.

In Gr. 5, 29% (6/21) of ELs tested at Level 4 and may be eligible for reclassification. Fifteen students below expected proficiency.

Approximately (28/60) 47% of current 4th and 5th grade ELs may be at risk of being LTELs.

Data shows that we were able to reclassify 74% of our eligible candidates for reclassification in 18-19.

On the 2018-19 SBAC, we had 79 ELs and 89 RFEP take the test in ELA. Our RFEP data on SBAC shows a growth of 7% between 2018 and 2019 from 81% to 88% RFEP meeting or exceeding the standard. The strength of this data along with the number of students (89) involved tells us that we are doing a good job of reclassifying students at the right time.

*Online Learning Implications

- District will provide students with targeted small group support through a push-in integrated model.
- The Integrated Model approach will build the educator's capacity for effective practices that support teaching practices and learning interactions as well as strategies to support English language development.
- Job embedded coaching will support classroom educators in developing instructional practices and interactions to meet the needs of each language learner.
- Additional classroom support will be provided through a co-teaching model and support classroom educators teaching designated ELD (English Language Development) courses as well as support planning integrated ELD in content courses.
- Online professional development modules with iELD (integrated English Language)
- The district will also provide professional development and direct site support for Newcomer/Immigrant students as well as Under-schooled students (former SIFE - Student with Interrupted Formal Education)
 - These students will receive direct instruction for language through newcomer classes, push-in class support, or small group support.
 - Direct instruction for how English works, the Office of Language Acquisition will implement direct instruction for comprehension activities, and participation activities.

Formative assessment data will be collected, analyzed, and feedback given to students.

Professional development will also be offered to teachers across the district serving this English Learner group

The English Language Instructional Resource Teacher (ELI) will collaborate with the school administrator and classroom educators to analyze student data in order to prepare information to present to EL families.

This information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC in order for parents to consult, provide feedback or advise

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	2-5	English Learner	reclassify	74	80	Summative ELPAC	Annually

Small Group Interventions

***Students to be served by this Strategy/Activity**

English Learners (Newcomer and LTEL)

***Strategy/Activity - Description**

RESOURCE TEACHER

A resource teacher is being funded to work with small intervention groups that target English Learners needing more intensive support in language arts and ELD. Specifically, he will work with at-risk LTELS and newcomers.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F008910	Inschool Resource Tchr	0.80000	\$76,069.60	\$108,312.14	0089-30100-00-1109-1000-1110-01000-0000	Title I Basic Program			Resource for ELD

Prime Time continues to be available to students for tutoring and enrichment after school, online during pandemic guidelines, and live when we are able to return.

Professional Learning Communities

***Students to be served by this Strategy/Activity**

English Learners

***Strategy/Activity - Description**

VISITING TEACHERS OR EXTRA PLANNING TIME FOR TEACHERS

Grade level collabs/PLC: Visiting teachers are funded so that teachers can meet in daylong grade-level collaboration each month. During this time, teachers will analyze data to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who require interventions. The agenda will include time to specifically discuss the progress and instructional needs of English Learners.

Visiting Teachers can be funded so that teachers can meet in daylong grade-level collaboration each month when teachers are live. During this time, teachers will analyze data to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who require interventions.

During COVID-19 online learning with physical distancing, teachers are unable to meet in person, which negates the need for Visiting Teachers to relieve their instructional time for sufficient Collaboration and PLC work. Instead, during our online learning distanced professional meetings, funds will be allocated to curriculum work for teachers, which will enable teachers to work beyond their day for PLC work.

Professional Learning: Visiting teachers are funded so that teachers can participate in professional learning around Benchmark ELD instruction. However, during the global pandemic, COVID-19, visiting teachers are not necessary because teachers have built-in flex time each day (2 hours per day) for planning and collaboration. This funding will be shifted to additional planning time for PLCs to create lessons, units, and assessments.

Edison Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0089BD	PullOut/Push in Hrly		\$4,700.00	\$5,747.63	0089-30100-00-1159-1000-1110-01000-0000	Title I Basic Program			ELD teacher hourly for PLC planning
<p>The flextime that is built into the teachers' schedules during COVID-19 allows for 2 hours daily of planning, collaboration, and meetings regarding students.</p>									
Instructional Supplies									
*Students to be served by this Strategy/Activity									
English Learners									
*Strategy/Activity - Description									
<u>SUPPLEMENTAL SUPPLIES & MATERIALS</u>									
<p>Funds will be utilized to purchase supplemental materials that will enhance ELD instruction (e.g. Benchmark, Online supplements) as well as online programs that specifically target the needs of students based on assessment data. Additionally, due to COVID-19, materials may also include instructional materials that will support students learning English while at home, items that they can keep in their home while their teacher provides online lessons.</p>									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N008953	Supplies		\$1,370.04	\$1,370.04	0089-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Supplies for EL
ELPAC Testing									
*Students to be served by this Strategy/Activity									
English Learners									
*Strategy/Activity - Description									
<u>ELPAC ASSISTANCE (PROCTOR - RETIRED TEACHER)</u>									
<p>Retired teachers will assist with the administration of the ELPAC, which allows us to ascertain the English levels of ELs. This information is both required and necessary for teachers to know the instructional needs of students who are ELs. However, due to COVID-19, the retired teacher will not be used because the resource teacher can conduct the assessment individually with students online. If we are on campus for live instruction, we may utilize the retired teacher support to help with the management of the ELPAC testing so as not to disrupt instruction.</p>									

Edison Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0089BK	Retired NonClrm Tchr Hrly		\$3,500.00	\$4,280.15	0089-09800-00-1986-3160-4760-01000-0000	LCFF Intervention Support	English Learners, Low-Income		ELPAC testing

Goal 5 - Supporting Students with Disabilities

Call to Action Belief Statement

Ownership: Principals, teachers, and support staff take ownership of all their students, including students with disabilities.
 Access: Students with disabilities are general education students first and should have access to a meaningful course of study.
 Instruction: All teachers will design instruction and create learning environments that meet students' individualized learning needs.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

On the SBAC:

- Students with IEPs are 72.3 points below standards on ELA.
- Students with IEPs are 75.5 points below standards on Math.

Regarding attendance, students with IEPs have 15.6% chronic absenteeism.

Regarding suspensions, 2% of students with IEPs have been suspended, which was a 0.3% increase and is above school averages.

*Major Differences

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

Students with IEPs are not performing at the same rates as their peers without IEPs in all sub-categories. They are afforded access to Tier 1 instruction in the general education environment, and few students >50% of the time outside of the general education environment. The district is implementing an MTSS model with a focus on inclusive practices to support students more holistically in the general education environment. However, students who require >50% of the time in a separate setting will require unique curriculum and instructional modifications.

***Changes**

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.

We are adding additional planning time for the Ed Specialists to work with their classroom teacher colleagues to enhance their efficiency and productivity of supporting students who are struggling, offering additional strategies, and providing co-planning collaborative time and professional learning.

***Goal 5- Students with Disabilities**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	make at least one year's growth on iReady Reading and Math	n/a	75	Other (Describe in Objective)	K = 2x/year; gr. 1-5 = 3x/year
June 2021	3-5	increase ELA & Math SBAC points toward grade level proficient	72.3 below (ELA) & 75.5 below (Math)	Move up by 20 points in ELA & Math	Other (Describe in Objective)	annual
June 2021	3-5	increase ELA & Math SBAC meets & exceeds for EL/SwD	6 (ELA) & 8 (Math)	10 (ELA) & 14 (Math)	Other (Describe in Objective)	annual

***Identified Need**

13% of students with disabilities met or exceeded the standard in ELA on CAASPP.
 11% of students with disabilities met or exceeded the standard in Math on CAASPP.
 6% of EL/SWD met or exceeded the standard in ELA on CAASPP.
 18% of EL/SWD met or exceeded the standard in Math on CAASPP.

***Online Learning Implications**

- Implementation of IEP Services in Online Learning Setting
- Educators will be receiving professional learning on how to implement IEP services online as well as how to implement a robust educational plan in an online learning platform with specific examples for the role of each educator (SLP, Ed Specialist, etc.).
- All students with IEP's have access to assistive technology support to provide access to online learning as needed. Some students with equipment needs will have access to this equipment in their homes
- The integrated team will consist of general education teachers, educational specialists, related services providers, and para educators.
- All staff will be working as a team to support all students to accelerate their learning.

*Annual Measurable Outcomes							
By Date	Grade	Student Subgroup	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	K-5	Students with Disabilities	make at least one year's growth on iReady reading and math	n/a	75	Other (Describe in Objective)	k=2x/year; 1-5 = 3x/year
June 2021	3-5	Students with Disabilities	increase ELA & Math SBAC points toward grade level proficient	72.3 below (ELA) & 75.5 below (Math)	Move up 20 points in ELA & Math	Other (Describe in Objective)	annual

Instructional Supplies

***Students to be served by this Strategy/Activity**

All students with IEPs

***Strategy/Activity - Description**

INSTRUCTIONAL SUPPLEMENTS & MATERIALS

Instructional supplements, such as iReady, Starfall, RazKids, and ST Math will be purchased, which can be utilized to target the specific and personalized needs of students with IEPs. Additionally, funds will be made available for students with IEPs to have specialized items, devices, or materials that will support advancement on their IEP goals in support of grade-level standards. Due to COVID-19, additional items, devices, or materials may be required to support the unique online learning context.

***Additional Supports for this Strategy/Activity**

A collaborative & co-teaching push-in model will be implemented in classrooms this year, especially due to online learning because of COVID-19. The collaboration will be outside of their contracted time to strengthen the Tier 1 instruction that will be accessible and scaffolded for all students, including and most especially students with IEPs.

Co-Planning

***Students to be served by this Strategy/Activity**

All students with IEPs

***Strategy/Activity - Description**

CO-PLANNING & COLLABORATION BETWEEN ED SPECIALISTS AND PARAPROFESSIONALS AND CLASSROOM TEACHERS

Ed Specialist case manages all students with IEPs on campus, and our Ed Specialists and Paraprofessionals will co-plan and collaborate with the classroom teachers regarding the unique needs, interventions, modifications, and accommodations necessary to help students with IEPs achieve grade-level proficiency on all standards. The co-planning and collaboration that occurs beyond school hours will be funded extra for those teachers and paraprofessionals.

During COVID-19 online learning with physical distancing, teachers are unable to meet in person, which negates the need for Visiting Teachers to relieve their instructional time for sufficient Collaboration and PLC work. Instead, during our online learning distanced professional meetings, funds will be allocated to curriculum work for teachers, which will enable teachers to work beyond their day for PLC work.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0089BE	PullOut/Push in Hrly		\$3,177.00	\$3,885.16	0089-09800-00-1159-1000-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Collaboration

***Additional Supports for this Strategy/Activity**

District supports, related service providers, and special education administrators provided by the district to help manage district-wide IEP issues, facilities, and evaluations.

Goal 6 - Supporting Black Youth

Call to Action Belief Statement

Developing antiracist and restorative school communities.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

***Goal 6- Supporting Black Youth**

By Date	Grade	Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	TK-5	Black Youth	Black students will meet or exceed the standards on the CAASPP.	73% ELA, 60% Math	80% ELA, 75% Math	Grades	Annual
June 2021	TK-5	Black Youth	Black students will attend school and remain in school (no suspensions) for at or above average attendance.	7.9% Suspended at least once	<1% Suspended	Suspensions (Classroom and School)	Annual

***Goal 6 Supporting Black Youth - Additional Goals**

- ✓ 1. Teachers will evaluate their student data, make intentional decisions about student engagement that promotes equity and engagement.
- ✓ 2. Edison leadership team (SGT) will develop and implement a site-specific system for tracking classroom referrals.
- ✓ 3. Edison leadership team (SGT) will continue to build the MTSS system to ensure students have appropriate supports to prevent escalation of behaviors or promote increased student engagement.
- ✓ 4. Edison's ILT and PLCs will review student data and make intentional instructional decisions to ensure intervention, follow-through, and inclusion of black youth.
- ✓ 5. In the 2020-21 school year, [school name] will develop and implement a site-specific system for tracking school police detainments.
- ✓ 6. The staff diversity goal at [school name] is to maintain or increase the percentage of diverse educators from the current year to the following year.

***Identified Need**

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

Many of the Black Youth at Edison are also identified as low-income, foster youth, students with IEPs, immigrants, and students learning English. Since these students are identified through more than one category, attention will be paid toward their development in all instructional areas, and they will have access to the range of supports and services addressed in the other goals as well.

The goals were developed due to historical performance outcomes, such that Black Youth have a 7.9% suspension rate, compared to the average of less than 1% school-wide. However, the ELA and Math test scores are above average generally, but these scores could be improved if suspension rates go down. It has been noted that many of our Haitian students are having difficulty with the online learning environment due to other social, economic, language, or environmental challenges.

***Online Learning Implications**

-Our District will continue to provide Trauma-Informed Care & Resilience Education training for educators to equip school site teams in understanding the complexities of these student populations and best practices that can maximize school site efforts.

-Creating a wraparound of student services through building a strong healthy foundation for learning, trusting relationships, identifying trauma, and ensuring student needs are met in and out of the classroom, especially for those of high risk.

-Culturally Responsive-Sustaining Practices and Ethnic Studies offered at the H.S. level

Professional Development

***Students to be served by this Strategy/Activity**

Black Youth

***Strategy/Activity - Description**

PROFESSIONAL DEVELOPMENT FOR TEACHERS REGARDING ANTI-RACISM

Edison staff will engage in some anti-racism, implicit bias, and abolitionist teaching ideologies.

PROFESSIONAL DEVELOPMENT FOR TEACHERS REGARDING MULTI-TIERED SYSTEM OF SUPPORTS (MTSS)

Edison staff will engage in professional learning to further expand MTSS such that Tier 2 and 3 options are available and well understood by teachers, especially regarding classroom behaviors, embedded interventions, and strategies that improve Tier 1 to engage all diverse learners.

***Additional Supports for this Strategy/Activity**

Prime Time and Chavistas offers activities and an inclusive environment that offers culturally-embedded activities that elevate the status of students and supports the unique attributes of all students.

Goal 7 - Family Engagement

Call to Action Belief Statement

Partnering With Parents in the Education of Their Children: We believe families contribute to improving student learning outcomes when engagement is integrated into district/school goals and initiatives as well as trusting relationships grounded in home-school activities.

District LCAP Goals

5. Family and community engagement with highly regarded neighborhood schools that serve students, families and communities

Annual Review of This Goal: SPSA Reviewed 2019-20

*Analysis

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

IMPLEMENTATION

In the SPSA, our goal was to effectively communicate with all parents regarding student progress. We did so through informal parent meetings, report cards, parent/teacher conferences, and an ELPAC parent workshop.

We also stated that at least 80% of families would attend at least one school event. We reached out to parents via flyers, automated phone calls, Family Fridays, monthly calendars, verbal announcements by teachers, and our marquee. We also communicated all of the events in both English and Spanish.

In addition to the above, parent workshops are actively sought out and offered by the school site.

1. In 18-19, we utilized a grant to bring in the Parent Institute for Quality Education who offered a 9-week workshop about Early Childhood Education, a 9-week workshop on parent involvement, and a four-hour workshop on Family Finances.

2. A five-week parent cooking class was offered in the Fall

3. A five-week parent nutrition class was offered in the Spring

4. Understanding the ELPAC and results workshop.

In order to encourage participation in groups such as ELAC and SSC, we utilized funds for child-care expenses.

Parent communication was facilitated through funding for duplication services of items such as the yearly parent handbook and flyers for special events.

Parent workshops were enhanced through funding for basic supplies such as paper, writing utensils, books, and binders.

EFFECTIVENESS OF STRATEGIES

In terms of our parent participation goal, the Cal Schools Parent Survey 2018-19 showed that 71% of parents said they attended a school event.

Similarly, 89% said they attended a parent-teacher conference, and 80% said they attended a general school meeting.

In terms of our communication goal, the Cal Schools Parent Survey 2018-19 showed that 96% feel that the school lets them know how their child is doing in school between report cards which means we fell 4% short of our goal.

In addition, the following is data for the category of "Parental Involvement" on the Cal Schools Parent Survey 2018-19

Edison Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

- The school allows input and welcomes parents' contributions 45% SA, 49% Agree
- The school encourages me to be an active partner with the school in educating my child 44% SA, 48% Agree
- School actively seeks the input of parents before making important decisions 37% SA, 50 Agree
- Parents feel welcome to participate at this school 54% SA, 41% Agree

When looking at the combined percentages of Strongly Agree (SA) and Agree, we can see that we have a very high percentage of parents who feel that we actively encourage parental involvement.

We would like to see an increase in the category of Strongly Agree.

*Major Differences

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

No major differences occurred.

*Changes

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.

The site will continue to seek out parent training opportunities through the district and the community. For 20-21, we are attempting to find more workshop opportunities that are customized to our parents' requests, especially due to COVID-19, which includes home-based activities, family activities, supporting learning at home, balancing work and child's education, homeownership, mental health and wellness, and more. We will continue to offer Family Fridays, each of which will have a parent component and student recognition. A survey will be provided to parents to connect them with trainings, guest speakers, and events that are relevant and apropos to them.

*Goal 7- Family Engagement

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	parents/guardians will feel that the school lets them know how their child is doing in school between report cards.	96	100	CAL - SCHLS (CSPS)

*Identified Need

The basis for establishing our goal is driven by the category of "Parental Involvement" on the Cal Schools Parent Survey 2018-19

- The school allows input and welcomes parents' contributions 45% SA, 49% Agree
- The school encourages me to be an active partner with the school in educating my child 44% SA, 48% Agree
- School actively seeks the input of parents before making important decisions 37% SA, 50 Agree
- Parents feel welcome to participate at this school 54% SA, 41% Agree

When looking at the combined percentages of Strongly Agree (SA) and Agree, we can see that we have a very high percentage of parents who feel that we actively encourage parental involvement.

We would like to see an increase in the category of Strongly Agree.

*Online Learning Implications

-A Welcome Week will be hosted for educators, students, and families in which virtual lessons, training, and professional development will be offered for all.

-All Students will receive a district-issued device to ensure access to the curriculum while in a distance learning format.

-Internet connectivity is supported for any SDUSD family that does not have an Internet connection to support online learning.

-

The district is also supplying families with training on SEL, Wellness, Health, and Safety.

-These training sessions will cover topics such as the introduction to SEL competencies, identification of emotions in self and others, expression of emotions, wellness practices, and health/safety recommendations.

-These training opportunities will be communicated to families and available throughout the year via District Website and Parent Leadership groups.

For students and families with unique circumstances such as challenges related to transportation, housing, or other factors, the SDUSD team developed a 'special delivery' process.

-This process empowered principals or other district staff to initiate options to provide families with devices and/or connectivity via local delivery, shipping, or other approaches to meet their technology and internet access needs.

Training for parents and other caregivers

Information may be shared with school staff, ELAC (English Learner Advisory Committee), or SSC for parents to consult, provide feedback or advise

*Annual Measurable Outcomes

By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2021	Other (Describe in Objective)	parents/guardians will participate in at least one school event per the CSPA	71	100	Attendance

Parent Workshops

***Families to be served by this Strategy/Activity**

All families

***Strategy/Activity - Description**

CAPACITY BUILDING THROUGH PARENT WORKSHOPS

We are funding child care costs, duplicating, supplies, and light refreshments to facilitate the following activities and the funded resource teacher and counselor also assist:

- The school will seek out opportunities for parent workshops through the district and community.
- School site personnel will give workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results".
- The school site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Family Fridays throughout the year include:
 - Title 1 Presentation
 - School Habits for Success
 - Schoolwide Academic Performance
 - Safety Plan
 - Mental Health and Wellness
 - Technology
 - Home-based online learning
 - Balancing life work and student's learning

The School has a dedicated parent volunteer center as well as a parent room for workshops and created a well-developed childcare room.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00896E	Other Clsfd NonUnion Hrly		\$800.00	\$1,062.32	0089-30103-00-2986-2495-0000-01000-0000	Title I Parent Involvement			Childcare supervision
N008989	Inservice supplies		\$400.00	\$400.00	0089-30103-00-4304-2495-0000-01000-0000	Title I Parent Involvement			Parent workshops

Family Communication

***Families to be served by this Strategy/Activity**

All families

***Strategy/Activity - Description**

FAMILY COMMUNICATION

The school will encourage participation through effective communication strategies:

- All site developed communications will occur in Spanish and English
- The translation is available in other languages (Farsi, Vietnamese, Haitian Creole)
- Weekly or monthly school calendar
- Automated phone calls (School messenger)
- Marquees on the school building
- Weekly Flyers and Calendars
- Announcements at Family Fridays
- Verbal communication by teachers both formal and informal
- Class Dojo frequent communications
- Home School Connection newsletter

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00891N	Interprogram Svcs/Duplicating		\$800.00	\$800.00	0089-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement			Parent communication
N00898C	Supplies		\$255.68	\$255.68	0089-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement			Parent communication

***Additional Supports for this Strategy/Activity**

Use of leased duplicator to make copies of communications for parents as necessary. Resource 00000

Goal 8- Graduation/Promotion Rate**Call to Action Belief Statement**

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.

District LCAP Goals

1. Closing the Achievement Gap with High Expectations for All
2. Access to Broad and Challenging Curriculum
3. Quality Leadership, Teaching and Learning
4. Positive School Environment, Climate and Culture – with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2019-20***Analysis**

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

Our analysis of the 19-20 SPSA shows that Edison was successful in teaching the California State Standards by utilizing a schoolwide implementation of a new Language Arts curriculum (Benchmark). Teachers were trained and proficient with Benchmark (Advanced and Adelante), iReady (assessment and personalized learning), and EnVision / Math for online learning. For the first year of implementation, our goal was to teach a minimum of 6 units and every grade level was able to achieve this goal. Our Language Arts SBAC scores show a three-point increase from the previous years, which tells us that we were effective in our implementation of the program.

Our resource teacher worked with English Learners (emerging bilingual students) and struggling readers. His data also showed a significant increase in reading levels. For example, data shows that over a three-month period students in his 3rd and 4th-grade groups grew an average of 3 levels in reading (DRA), and students in his 5th-grade group grew an average of 2.4 reading levels.

***Major Differences**

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

No major differences occurred.

***Changes**

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.

Edison will utilize additional and pointed collaboration and PLCs for Classroom Teachers, Ed Specialists, and Paraprofessionals to collaborate and effectively target the learning needs of all students. We expect the new iReady diagnostic and curriculum-based assessments to give us more useable data that will assist teachers in better understanding the strengths and needs of all students so that they can adapt their instruction accordingly.

***Goal 8- Graduation/Promotion Rate**

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	will meet or exceed standard in ELA & Math	68.7 (ELA) & 73.5 (Math)	72 (ELA) & 78 (Math)	CAASPP ELA	Annual
June 2021	5	will meet or exceed standard on ELA & Math	56.3 (ELA) & 37 (Math)	60 (ELA) & 45 (Math)	CAASPP ELA	Annual
June 2021	4	will meet or exceed standard in ELA & Math	59.2 (ELA) & 58.2 (Math)	62 (ELA) & 62 (Math)	CAASPP ELA	Annual

***Identified Need**

18-19 ELPAC data shows (Due to lack of 19-20 ELPAC summative data because of COVID-19):

- In Gr. 3, 72% (18/25) of ELs tested at Levels 3 or 4. Seven students below expected proficiency.
- In Gr. 5, 29% (6/21) of ELs tested at Level 4 and may be eligible for reclassification. Fifteen students below expected proficiency.

18-19 SBAC data shows:

- Gr 3 data shows that 67% of students met or exceeded the standard
- Gr 5 data shows that 55% of students met or exceeded the standard
- Gr 3 data shows that 38% of English Learners met or exceeded the standard
- Gr. 5 data shows that 14% of English Learners met or exceeded the standard
- Gr 3 data shows that 8% of Students with Disabilities met or exceeded the standard
- Gr. 5 data shows that 14% of Students with Disabilities met or exceeded the standard

***Online Learning Implications**

-The work of counselors support the varying needs of unduplicated students that may be wide-ranging and beyond the educational realm. Counselors ensure that students experiencing academic and personal/social barriers to learning receive guidance and information to ensure success in student attendance, behavior, and graduation.

Edison Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

*Annual Measurable Outcomes (Closing the Equity Gap)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2021	3	English Learner	grow at least one level on ELPAC	72	77	Other (Describe in Objective)	annually
June 2021	5	English Learner	grow at least one level on ELPAC	29	35	Other (Describe in Objective)	annually
June 2021	3	Students with Disabilities	grow at least one grade level on iReady	N/A	75	Other (Describe in Objective)	3x/year
June 2021	5	Students with Disabilities	grow at least one grade level on iReady	N/A	75	Other (Describe in Objective)	3x/year

Professional Learning Communities

*Students to be served by this Strategy/Activity

All students.

*Strategy/Activity - Description

GRADE LEVEL COLLABORATIONS/PLC

Visiting Teachers can be funded so that teachers can meet in day-long grade-level collaboration each month when teachers are live. During this time, teachers will analyze data to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who require interventions.

During COVID-19 online learning with physical distancing, teachers are unable to meet in person, which negates the need for Visiting Teachers to relieve their instructional time for sufficient Collaboration and PLC work. Instead, during our online learning distanced professional meetings, funds will be allocated to curriculum work for teachers, which will enable teachers to work beyond their day for PLC work.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Prof&Curriclm Dev Vist Tchr				0089-30100-00-1192-1000-1110-01000-0000	Title I Basic Program		Goal 2 - English Language Arts Ref Id : N0089BI	PLCs

Instructional Supports

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

ONLINE LANGUAGE ARTS PROGRAMS

We are purchasing licenses for iReady, Starfall, and RazKids/RazKids. These are all online language arts programs that provide opportunities for students to practice their reading skills at their particular instructional level. iReady also has an assessment component which helps teachers to monitor growth three times per year.

Small Group Interventions

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

RESOURCE TEACHER

A resource teacher is being funded to work with small intervention groups that target English Learners and struggling readers needing more intensive support in language arts and ELD.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Inschool Resource Tchrr				0089-30100-00-1109-1000-1110-01000-0000	Title I Basic Program		Goal 4- Supporting English Learners Ref Id : F00891O	ELA small group instruction

Literacy Support

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

LIBRARY ASSISTANT

The library assistant is being funded to promote a love of reading by teaching students how to select books that are interesting and at their level in a library. Students are also taught how to use library resources to help them with writing reports.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Library Asst				0089-09800-00-2231-2420-1110-01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : F00891M	Support for students' literacy needs

Instructional Supplies

***Students to be served by this Strategy/Activity**

All students

***Strategy/Activity - Description**

INSTRUCTIONAL SUPPLIES & MATERIALS

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items that facilitate instruction and completion of assigned academic tasks. Due to COVID-19, students will have much more supplies provided to be used individually and in their home, so this will provide for an extra expense.

***Proposed Expenditures for this Strategy/Activity**

ID	Proposed Expenditures	FTE	Salary	Estimated Cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
	Supplies				0089-09800-00-4301-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income	Goal 2 - English Language Arts Ref Id : N0089BL	supplies to support literacy instruction and interventions

School Leadership Actions

Leadership Practice

The administrator leads with a clear rationale, vision, high expectations for achievement, and immediacy for change. The administrator collaborates with and motivates staff through providing support, sharing leadership, paying attention to the work and magnifying new learning. The administrator monitors belief systems and teaches the importance of embracing diversity and respecting all cultures. The staff knows why change is important, and collectively acts to propel it through seeking out new learning.

Leading, Implementing, Monitoring, and Actualizing a Coherent Plan

1. *How will you integrate the priorities and strategies you outlined in your SPSA?*

1. *The SPSA will be the overarching guideline for our improvement plans for the year - we will break down our goals to become measurable and actionable each month and per unit to make the growth relevant and current. The Calls to Action will be included in our PLC meeting agenda and minutes, and teachers will be including their specific actions for improving all sub-groups.*

What specific leadership actions will you take to meet or exceed your SPSA goals??

1. *As an adaptive and immersive leader, I will be the voice for priority and continuity through ongoing connections with my teachers, staff, and families to have a strong pulse on what is going on. I will provide productive feedback to teachers individually and through the professional learning community teams. I will be strategic about organizing adult learning so that teachers are equipped to continue to make progress with their struggling learners.*

ONLINE LEARNING:

1. *What system does your site have for pupil outreach and re-engagement?*

1. *?Our system is to first go through the teacher to make contact with students, engage them in meaningful, rigorous online learning, then our attendance clerk will call all students with absences to find their status. We provide ongoing communication to families via Class Dojo with updates, timelines, and celebrations and School Messenger with updates, timelines, and parent information. Technology is the greatest request, and we have provided IT contact through various communication methods on many occasions.*

How are staff being trained to engage students?

1. *Staff engaged in a week of professional development sessions that covered a wide range of topics. Staff is receiving notifications and district communications through an "Edison Teacher Updates" google doc with frequently used links, news, announcements, and weekly calendar. They also have access to the Edison Master Calendar in Outlook to reinforce upcoming events and communications. We also publish a weekly bulletin and weekly newsletter, Monday morning meetings, and ongoing communications.*

Relationship building via online learning?

1. *We have scheduled various meetings in advance, including PLCs, Staff Meetings, SSTs, SGT, and ILT. Continual communication and readily building trust through quick responses are ongoing. Additionally, to keep morale up and to foster an appreciation for the hard work teachers are engaging in, I have provided staff with a beginning of the year "welcome backpack" which had some special treats*

and useful materials, and I will continue providing a monthly treat (i.e. Bitmoji staff "photo" and goodies). All teachers include Social-Emotional time within their schedules to build classroom community.

How will the School ensure equity and consistency from classroom to classroom when taking attendance in combined settings?

1. With a strategic focus on MTSS for Equity, we are re-establishing the SST team and Tier 1 inclusive supports with our Ed Specialists, we want to focus on a school-wide alignment of expectations. Additionally, regarding curriculum and instruction, it is clear that some teachers do not align with their colleagues on the online engagement pieces, but through amplified PLC work, teachers will work on building alignment throughout Math, ELA, Science, and Social Science. We are also encouraging teachers to take advantage of district supports, such as the Math lessons and units that were created for online learning.

Consider how the School will ensure that processes are accessible to all parents and families (distribution method, internet accessibility, various languages)?

1. We have monthly material distributions, consistent daily/weekly Class Dojo posts, and School messenger weekly updates. We have taken advantage of all language translation services in various languages to ensure all parents can access the meetings. Through the parent events, we are considering parent interests for planning our upcoming workshops. We continually point our parents and families to the district computer and internet resources, and we have done many site-based supports for getting parents on Class Dojo, understand how to log into Clever, and how to understand their resources, such as Seesaw, Google Classroom, and online supplements. Teachers have trained students and parents on how to "bookmark" or "favorite" the frequently used sites. Additionally, we have done a lot to troubleshoot zoom delays, audio issues, waiting room challenges, and passwords.

What specific leadership action will you take to meet SPSA during online learning?

1. By coordinating the global view of looking at historical data, planning based on historical data, receiving input from all stakeholders and stakeholder groups, we will be strategic at prioritizing for improvement, communicate effectively through a wide range of media, and spending in accordance with our goals. Our SSC, ELAC, and Staff each contributed to this plan for this year, and we will continue to listen to their needs and requests while we evaluate our ongoing formative and summative data.

APPENDICES

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

APPENDIX A

BUDGET SUMMARY

Edison Budget Summary

DESCRIPTION

AMOUNT

Total Funds Provided to the School Through the Consolidated Application (30100, 30103)

\$ 154,407.19

Total Federal Funds Provided to the School from the LEA for CSI (31820)

\$ 0.00

Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)

\$ 298,970.19

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
Title I Supplemental (30106)	\$ 66,499.11
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 66,499.11

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

State or Local Programs	Allocation (\$)
LCFF Intervention (09800)	\$78,064.00
[List state or local program here]	[\$[Enter amount here]]
[List state or local program here]	[\$[Enter amount here]]

Subtotal of state or local funds included for this school (09800): \$ 78,064.00

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$298,970.19

School	Resource Description	Job Code Title	Account	Account Description	FTE	Budgeted Amount		
Edison Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109	Pull/Out Push In	0.2000	\$ 19,017.40		
		Inschool Resource Tchr	3000			\$ 8,060.64		
		Library Asst	2231	Other Support Prsnl PARAS	0.2380	\$ 6,880.10		
		Library Asst	3000			\$ 2,289.01		
		School Counselor	1210	Counselor	0.1000	\$ 8,707.20		
		School Counselor	3000			\$ 3,847.12		
			1159	PullOut/Push in Hrly		\$ 3,177.00		
			1260	Counselor Hrly		\$ 305.00		
			1986	Retired NonClstrm Tchr Hrly		\$ 3,500.00		
			3000			\$ 1,556.29		
			4301	Supplies		\$ 9,370.04		
			5733	Interprogram Svcs/Paper		\$ 3,800.00		
			5842	License And Fees		\$ 7,554.20		
		09800 LCFF Intervention Support Total					0.5380	\$ 78,064.00
		30100 Title I Basic Program	30100 Title I Basic Program	Inschool Resource Tchr	1109	Pull/Out Push In	0.8000	\$ 76,069.60
				Inschool Resource Tchr	3000			\$ 32,242.54
				School Counselor	1210	Counselor	0.2000	\$ 17,414.40
				School Counselor	3000			\$ 7,694.29
					1159	PullOut/Push in Hrly		\$ 4,700.00
					1192	Prof&Curriclm Dev Vist Tchr		\$ 9,792.00
	1260			Counselor Hrly		\$ 610.00		
	3000					\$ 3,366.25		
30100 Title I Basic Program Total					1.0000	\$ 151,889.08		
30103 Title I Parent Involvement	30103 Title I Parent Involvement				2986	Other Clsfd NonUnion Hrly		\$ 800.00
			3000			\$ 262.32		
			4301	Supplies		\$ 255.68		
			4304	Inservice supplies		\$ 400.00		
			5721	Interprogram Svcs/Duplicating		\$ 800.00		
30103 Title I Parent Involvement Total						\$ 2,518.00		
30106 Title I Supplmnt Prog Imprvmnt	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210	Counselor	0.5000	\$ 43,536.00		
		School Counselor	3000			\$ 19,235.71		
			1192	Prof&Curriclm Dev Vist Tchr		\$ 1,524.00		
			1260	Counselor Hrly		\$ 1,524.00		
			3000			\$ 679.40		
30106 Title I Supplmnt Prog Imprvmnt Total					0.5000	\$ 66,499.11		
Grand Total					2.0380	\$ 298,970.19		

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

Edison Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2020-2021

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 parent & family engagement policy with input from Title I parents. *School Site Council (SSC) and English Language Advisory Committee (ELAC) members were invited to provide feedback regarding past parent programs and continuation of or change to such programs. SSC and ELAC members were currently satisfied with the parent program offerings.*

It has distributed the policy to parents of Title I students.

The policy was shared and reviewed at the SSC and ELAC meeting. Additionally, parent engagement information and programs for parents are shared regularly via Class Dojo and School Messenger when events are approaching.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

Parents receive daily and weekly updates and information regarding the parent events and programs via Class Dojo and School Messenger. Parents are invited to volunteer to participate in various other parent events and committees, such as the School Site Council, which ultimately reviewed and approves the parent engagement policy. Other committees include the Hoover Cluster Group, SDUSD PTSA, Parents and Partners, SSC, and ELAC. During this year, COVID has affected our families in a variety of ways, and we have been receiving support from community agencies to offer tangible support to families in need as well.

To involve parents in the Title I, Part A programs, the following practices have been established:

SSC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The November 2020 meeting reviewed the Parent Engagement Policy generally, and the September 2020 meeting solicited specific feedback and reflection to the SPSA goals around parent engagement.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below:

Our Family Fridays and Monday Morning Meetings for parents have all gone virtual this year, which includes the development and sustainment of a Youtube channel for parents to review the events at their convenience. All other programs have been offered via Zoom and details are shared via Class Dojo and School Messenger.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

SSC and ELAC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116(c)(4)[A]). How does the school provide the information?

SSC and ELAC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting.

The school provides parents of Title I, Part A students with 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 (ESSA Section 1116[c][4][B]). How does the school provide the information?

SSC and ELAC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]). How does the school provide the opportunities?

Parents receive daily and weekly updates and information regarding the parent events and programs via Class Dojo and School Messenger. Parents are invited to volunteer to participate in various other parent events and committees, such as the School Site Council, which ultimately reviewed and approves the parent engagement policy. Other committees include the Hoover Cluster Group, SDUSD PTSA, Parents and Partners, SSC, and ELAC. During this year, COVID has affected our families in a variety of ways, and we have been receiving support from community agencies to offer tangible support to families in need as well.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact 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, Part A parents with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

SSC and ELAC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting. Parent Conferences are an excellent way for parents to be informed of specific details of their students’ progress in the academic content areas. Class Dojo sends updates and celebrations around student performance in the content areas. We have offered appointments to parents and students who are struggling with the online learning platform given the wide range of tools utilized online. Additionally, parents have been provided with video tutorials to help them navigate the online tools at home. We work together to help parents support their students online as best a possible and offer appointments to those who are struggling.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

SSC and ELAC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting. Parent Conferences are an excellent way for parents to be informed of specific details of their students’ progress in the academic content areas. Class Dojo sends updates and celebrations around student performance in the content areas. We have offered appointments to parents and students who are struggling with the online learning platform given the wide range of tools utilized online. Additionally, parents have been provided with video tutorials to help them navigate the online tools at home. We work together to help parents support their students online as best a possible and offer appointments to those who are struggling.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions, and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Staff regularly communicate with families, and they provided detailed outlines of their students’ performance at the Parent Conferences. Counseling and administration also follow up with families who are struggling to keep up with the changing online tools, schedules, and materials. We have provided in-person materials pickup with teachers to share more detailed information with families.

The school coordinates and integrates the Title I, Part A 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 (ESSA Section 1116[e][4]).

SSC and ELAC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting. Parent Conferences are an excellent way for parents to be informed of specific details of their students’ progress in the academic content areas. Class Dojo sends updates and celebrations around student performance in the content areas. We have offered appointments to parents and students who are struggling with the online learning platform given the wide range of tools utilized online. Additionally, parents have been provided with video tutorials to help them navigate the online tools at home. We work together to help parents support their students online as best a possible and offer appointments to those who are struggling.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

SSC and ELAC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting. Parent Conferences are an excellent way for parents to be informed of specific details of their students' progress in the academic content areas. Class Dojo sends updates and celebrations around student performance in the content areas. We have offered appointments to parents and students who are struggling with the online learning platform given the wide range of tools utilized online. Additionally, parents have been provided with video tutorials to help them navigate the online tools at home. We work together to help parents support their students online as best a possible and offer appointments to those who are struggling.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

SSC and ELAC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting. Parent Conferences are an excellent way for parents to be informed of specific details of their students' progress in the academic content areas. Class Dojo sends updates and celebrations around student performance in the content areas. We have offered appointments to parents and students who are struggling with the online learning platform given the wide range of tools utilized online. Additionally, parents have been provided with video tutorials to help them navigate the online tools at home. We work together to help parents support their students online as best a possible and offer appointments to those who are struggling.

The school provides opportunities for the participation of all Title I, Part A 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 (ESSA Section 1116[f]).

Parents receive daily and weekly updates and information regarding the parent events and programs via Class Dojo and School Messenger. Parents are invited to volunteer to participate in various other parent events and committees, such as the School Site Council, which ultimately reviewed and approves the parent engagement policy. Other committees include the Hoover Cluster Group, SDUSD PTSA, Parents and Partners, SSC, and ELAC. During this year, COVID has affected our families in a variety of ways, and we have been receiving support from community agencies to offer tangible support to families in need as well.

If the school wide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency.

Parent feedback is critically considered when offered because we want to adjust to the needs and requests of parents. Parents have provided positive feedback about teachers, and when complaints arise, they are address expediently.

This policy was adopted by Edison Elementary on November 10, 2020 and will be in effect for the period of 2020-2021 school year.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: November 10, 2020.

Dr. Jamie Lee, Principal

Signature of authorized official here

November 10, 2020

**THIS TEMPLATE IS NOT AN OFFICIAL DOCUMENT
IT IS PROVIDED ONLY AS A TEMPLATE BY THE CALIFORNIA DEPARTMENT OF
EDUCATION JULY 2018**

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Finance Division
Financial Planning, Monitoring and Accountability Department

[NAME OF SCHOOL]

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2020-2021.

Edison Elementary distributes to parents and family members of Title I, Part A students, a school-parent compact (Compact). This 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. This Compact describes specific ways the school and families will partner to help children achieve the state’s high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students Title I, Part A students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

- The school’s responsibility to provide high-quality curriculum and instruction The ways parents and family members will be responsible for supporting their children’s learning (ESSA Section 1116[d][1]).
- The importance of ongoing communication between parents and family members, and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents and family members to volunteer and participate in their child’s class; and opportunities to observe classroom activities (ESSA Section 1116[d][2]).
- Parent-teacher conferences in elementary schools, at least annually, during which the Compact shall be discussed as it relates to the individual child’s achievement (ESSA Section 1116 [d][2][A]).
- Frequent reports to parents and family members on their children’s progress (ESSA Section 1116[d][2][B]).
- Reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child’s class, and observation of classroom activities (ESSA Section 1116[d][2][C]).

How does the school address this?

Staff regularly communicate with families, and they provided detailed outlines of their students’ performance at the Parent Conferences. Counseling and administration also follow up with families who are struggling to keep up with the changing online tools, schedules, and materials. We have provided in-person materials pickup with teachers to share more detailed information with families.

SSC and ELAC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting. Parent Conferences are an excellent way for parents to be informed of specific details of their students’ progress in the academic content areas. Class Dojo sends updates and celebrations around student performance in the content areas. We have offered appointments to parents and students who are struggling with the online learning

platform given the wide range of tools utilized online. Additionally, parents have been provided with video tutorials to help them navigate the online tools at home. We work together to help parents support their students online as best a possible and offer appointments to those who are struggling.

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, 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, Part A parents and family members with assistance in understanding the state’s academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]) in which ways?

SSC and ELAC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting.

The school provides Title I, Part A parents and family members with materials and training to help them improve the achievement of their children (ESSA Section 1116[e][2]) in which ways?

SSC and ELAC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting. Parent Conferences are an excellent way for parents to be informed of specific details of their students’ progress in the academic content areas. Class Dojo sends updates and celebrations around student performance in the content areas. We have offered appointments to parents and students who are struggling with the online learning platform given the wide range of tools utilized online. Additionally, parents have been provided with video tutorials to help them navigate the online tools at home. We work together to help parents support their students online as best a possible and offer appointments to those who are struggling.

With the assistance of Title I, Part A parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners (ESSA Section 1116[e][3]) in which ways?

SSC and ELAC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting. Parent Conferences are an excellent way for parents to be informed of specific details of their students’ progress in the academic content areas. Class Dojo sends updates and celebrations around student performance in the content areas. We have offered appointments to parents and students who are struggling with the online learning platform given the wide range of tools utilized online. Additionally, parents have been provided with video tutorials to help them navigate the online tools at home. We work together to help parents support their students online as best a possible and offer appointments to those who are struggling.

The school coordinates and integrates the Title I, Part A parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children (ESSA Section 1116[e][4]) in which ways?

Parents receive daily and weekly updates and information regarding the parent events and programs via Class Dojo and School Messenger. Parents are invited to volunteer to participate in various other parent events and committees, such as the School Site Council, which ultimately reviewed and approves the parent engagement policy. Other committees include the Hoover Cluster Group, SDUSD PTSA, Parents and Partners, SSC, and ELAC. During this year, COVID has affected our families in a variety of ways, and we have been receiving support from community agencies to offer tangible support to families in need as well.

The school distributes information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5]) in which ways?

Parents receive daily and weekly updates and information regarding the parent events and programs via Class Dojo and School Messenger. Parents are invited to volunteer to participate in various other parent events and committees, such as the School Site Council, which ultimately reviewed and approves the parent engagement policy. Other committees include the Hoover Cluster Group, SDUSD PTSA, Parents and Partners, SSC, and ELAC. During this year, COVID has affected our families in a variety of ways, and we have been receiving support from community agencies to offer tangible support to families in need as well.

The school provides support for parent and family member involvement activities requested by Title I, Part A parents and family members (ESSA Section 1116[e][14]) in which ways?

SSC and ELAC reviews the Parent Engagement Policy and offers feedback to the Parent Engagement goals and strategies at each monthly meeting.

The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand (ESSA Section 1116[f]) in which ways?

Parents receive daily and weekly updates and information regarding the parent events and programs via Class Dojo and School Messenger. Parents are invited to volunteer to participate in various other parent events and committees, such as the School Site Council, which ultimately reviewed and approves the parent engagement policy. Other committees include the Hoover Cluster Group, SDUSD PTSA, Parents and Partners, SSC, and ELAC. During this year, COVID has affected our families in a variety of ways, and we have been receiving support from community agencies to offer tangible support to families in need as well.

This Compact was adopted by the (type name of the school) on (insert date), and will be in effect for the period of (enter time period the Compact is in effect here).

The school will distribute the Compact to all parents and family members of students participating on, or before: (add date here).

Dr. Jamie Lee, Principal

Signature of authorized Official here

November 10, 2020

APPENDIX D

DATA REPORTS

Data Reports can be retrieved from

https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school

- ELA/Math Multi-year Demographic Summary 2015-2019
- CHKS 2018-2019
- CSPA 2018-2019

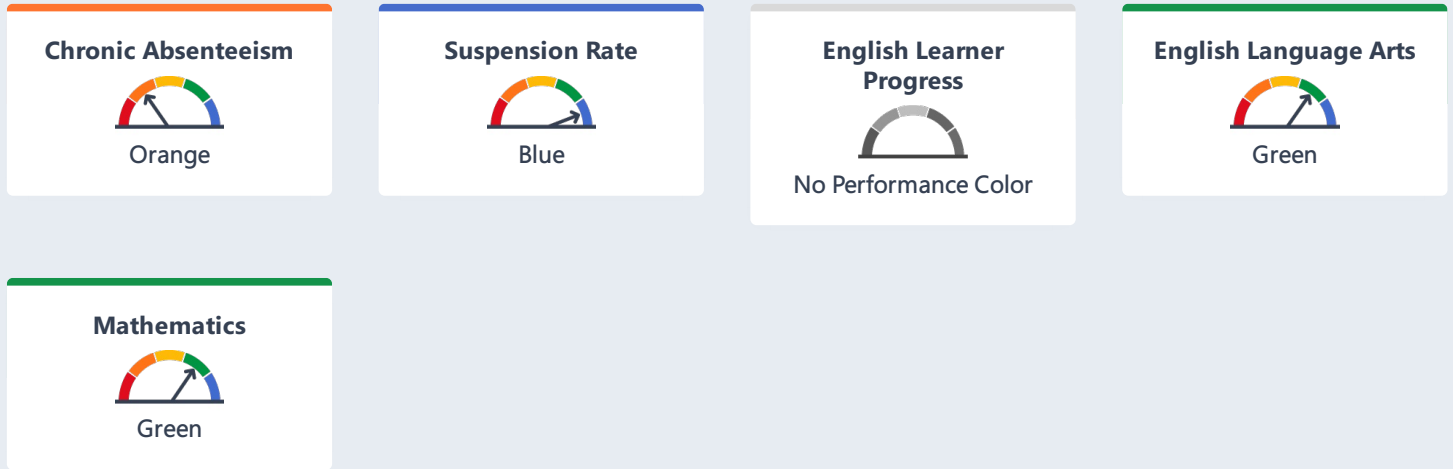
Reclassification data results can be requested from the school site.

Additional data for schools can be retrieved from the California Dashboard for 2017-2019.

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

Edison Elementary

Explore the performance of Edison Elementary under California's Accountability System.

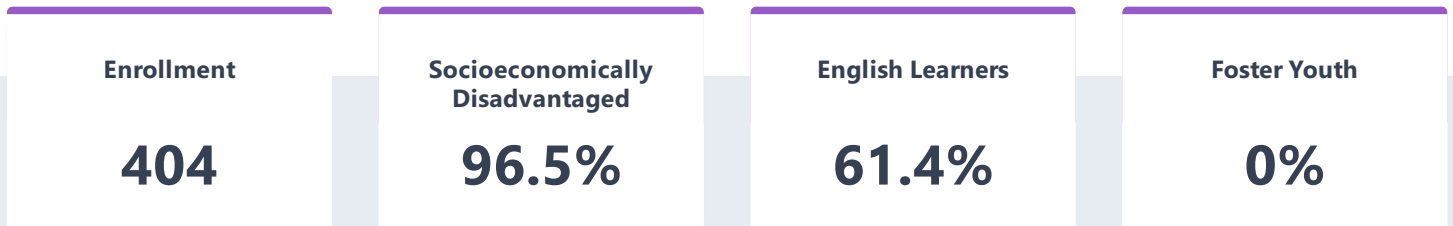


School Details

NAME Edison Elementary	ADDRESS 4077 35th Street San Diego, CA 92104-2291	WEBSITE http://www.sandi.net/ed...	GRADES SERVED K-5
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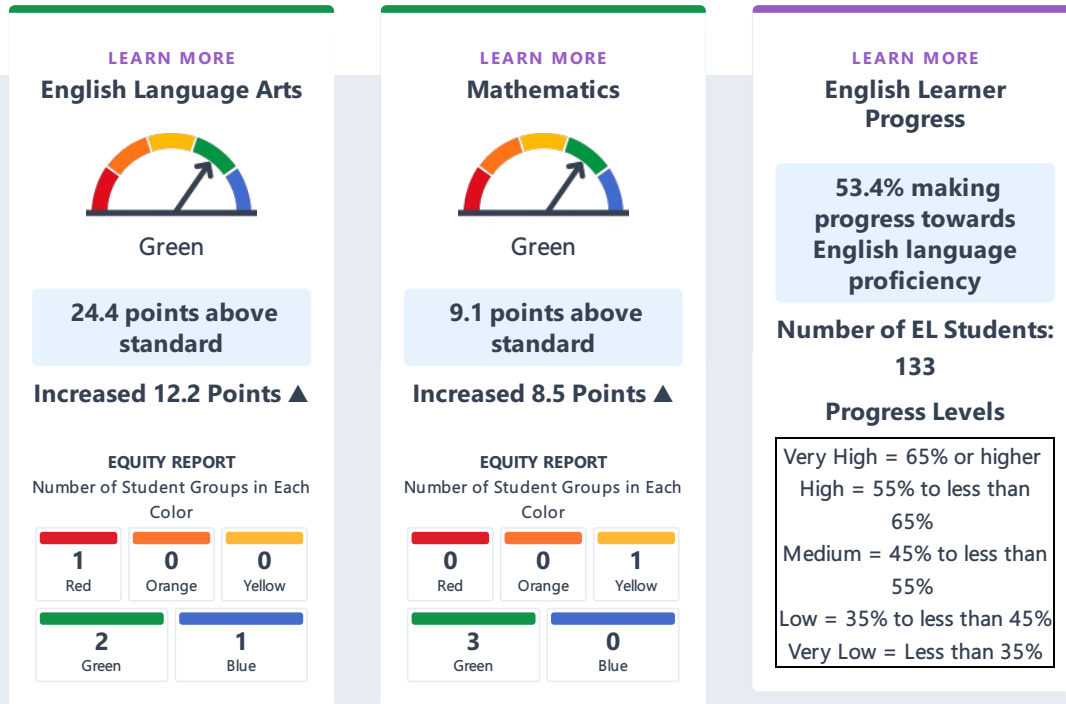
Student Population

Explore information about this school's student population.



Academic Performance

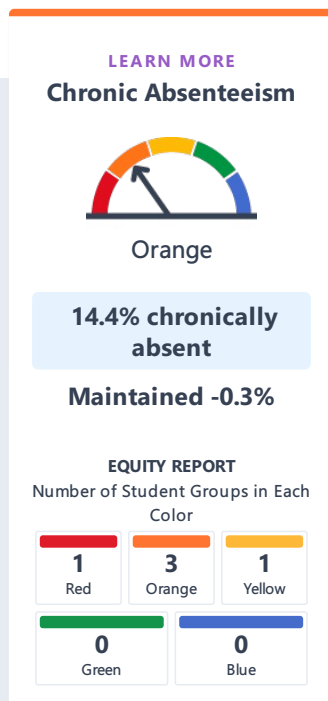
View Student Assessment Results and other aspects of school performance.



EDISON ELEMENTARY

Academic Engagement

See information that shows how well schools are engaging students in their learning.




Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

[LEARN MORE](#)

Suspension Rate



Blue

0.5% suspended at least once

Declined 0.3% ▼

EQUITY REPORT
Number of Student Groups in Each Color

0 Red	0 Orange	1 Yellow
2 Green	3 Blue	

Academic Performance

View student assessment results and other aspects of school performance under the California Accountability System.

English Language Arts

All Students

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

All Students



Green

24.4 points above standard

Increased 12.2 Points ▲

Number of Students: 202

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

Students with Disabilities



Orange

No Students



Yellow

No Students



Green

Hispanic

Socioeconomically Disadvantaged



Blue

English Learners



No Performance Color

African American

Asian

Homeless

White



African American



No Performance Color

47.8 points above standard

Increased 41.3 Points ▲

Number of Students: 14

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Homeless



No Performance Color

18.9 points above standard

Increased 17 Points ▲

Number of Students: 25

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



Red

85.8 points below standard

Maintained -2.8 Points

Number of Students: 36

Hispanic



Green

21.9 points above standard

Increased 11.7 Points ▲

Number of Students: 175

Socioeconomically Disadvantaged



Green

23 points above standard

Increased 11.3 Points ▲

Number of Students: 198

English Learners



Blue

24.3 points above standard

Increased 15 Points ▲

Number of Students: 159

Distance From Standard (English Language Arts)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	0.8 points above standard	12.2 points above standard	24.4 points above standard

English Language Arts Data Comparisons: English Learners

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

Current English Learners

34.9 points below standard

Maintained 1.4 Points

Number of Students: 71

Reclassified English Learners

72 points above standard

Increased 10.3 Points ▲

Number of Students: 88

English Only

2 points above standard

Maintained -2.9 Points

Number of Students: 33

Mathematics

All Students

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

All Students



Green

9.1 points above standard

Increased 8.5 Points ▲

Number of Students: 203

Student Group Details

All Student Groups by Performance Level

4 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Students with Disabilities



Green

English Learners

Hispanic

Socioeconomically Disadvantaged



Blue

No Students



No Performance Color

African American

Asian

Homeless

White

African American



No Performance Color

3.6 points above standard

Increased 12.8 Points ▲

Number of Students: 14

Asian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Homeless



No Performance Color

0.1 points above standard

Maintained -0.4 Points

Number of Students: 25

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 3

Students with Disabilities



Yellow

76.7 points below standard

Increased 9.8 Points ▲

Number of Students: 37

English Learners



Green

11.3 points above standard

Increased 10.7 Points ▲

Number of Students: 160

Hispanic



Green

7.4 points above standard

Increased 7.8 Points ▲

Number of Students: 176

Socioeconomically Disadvantaged



Green

8.4 points above standard

Increased 8.6 Points ▲

Number of Students: 199

Distance From Standard (Mathematics)

Distance from Standard measures how far, on average, students are from the lowest possible score for Standard Met. The Smarter Balanced Consortium has identified Standard Met as demonstrating the knowledge and skills necessary for students to be on track for college and career readiness at their grade level.

	2017	2018	2019
All Students	14.8 points below standard	0.6 points above standard	9.1 points above standard

Mathematics Data Comparisons: English Learners

Additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics.

Current English Learners

34.8 points below standard

Maintained -0.3 Points

Number of Students: 72

Reclassified English Learners

49 points above standard

Increased 7.9 Points ▲

Number of Students: 88

English Only

23.3 points below standard

Maintained -2.7 Points

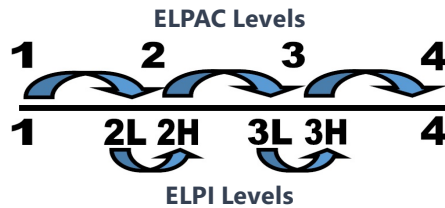
Number of Students: 33

English Learner Progress Indicator

All English Learner Students

Explore information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

Assessments: ELs take the ELPAC exam to measure progress towards English language proficiency. The ELPAC has 4 levels.



Accountability: The 4 ELPAC levels were divided into 6 ELPI levels to determine whether ELs made progress toward English language proficiency.

[LEARN MORE](#)

English Learner Progress

53.4% making progress towards English language proficiency

Number of EL Students: 133

Performance Level

Medium

Student English Language Acquisition Results

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

ELs Who Decreased at Least One ELPI Level	19.5%
ELs who Maintained ELPI Levels 1, 2L, 2H, 3L, 3H	27%
ELs who Maintained ELPI Level 4	1.5%
ELs Who Progressed at Least One ELPI Level	51.8%

Academic Engagement

View data about academic participation.

Chronic Absenteeism

All Students

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

All Students



Orange

14.4% chronically absent

Maintained -0.3%

Number of Students: 438

Student Group Details

All Student Groups by Performance Level

5 Total Student Groups



Red

Homeless



Orange

Students with Disabilities

English Learners

Socioeconomically Disadvantaged



Yellow

Hispanic



Green

No Students



Blue

No Students



No Performance Color

American Indian

Asian

African American

Filipino

Foster Youth

Pacific Islander

Two or More Races

White

American Indian



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Asian



No Performance Color

15.8% chronically absent

Increased 11.2% ▲

Number of Students: 19

African American



No Performance Color

4.3% chronically absent

Declined 4.7% ▼

Number of Students: 23

Filipino



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 0

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 1

Two or More Races



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 10

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 7

Homeless



Red

31.3% chronically absent

Increased 7.9% ▲

Number of Students: 80

Students with Disabilities



Orange

16.4% chronically absent

Increased 0.8% ▲

Number of Students: 67

English Learners



Orange

12.7% chronically absent

Maintained -0.3%

Number of Students: 314

Socioeconomically Disadvantaged



Orange

14.7% chronically absent

Maintained 0.1%

Number of Students: 423

Hispanic



Yellow

14.3% chronically absent

Declined 0.8% ▼

Number of Students: 378

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Suspension Rate

All Students

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

All Students



Blue

0.5% suspended at least once

Declined 0.3% ▼

Number of Students: 561

Student Group Details

All Student Groups by Performance Level

6 Total Student Groups



Red

No Students



Orange

No Students



Yellow

Hispanic



Green

Socioeconomically Disadvantaged
Students with Disabilities



Blue

African American
English Learners
Homeless



No Performance Color

Asian
Foster Youth
Two or More Races
Pacific Islander
White



Asian



No Performance Color

0% suspended at least once

Declined 4% ▼

Number of Students: 26

Foster Youth



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

Two or More Races



No Performance Color

0% suspended at least once

Maintained 0%

Number of Students: 12

Pacific Islander



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 2

White



No Performance Color

Less than 11 students - data not displayed for privacy

Number of Students: 9

Hispanic



Yellow

0.6% suspended at least once

Increased 0.4% ▲

Number of Students: 482

Socioeconomically Disadvantaged



Green

0.6% suspended at least once

Declined 0.3% ▼

Number of Students: 541

Students with Disabilities



Green

1.2% suspended at least once

Declined 0.8% ▼

Number of Students: 82

African American



Blue

0% suspended at least once

Declined 7.9% ▼

Number of Students: 30

English Learners



Blue

0.3% suspended at least once

Maintained 0%

Number of Students: 368

Homeless



Blue

0% suspended at least once

Maintained 0%

Number of Students: 87

Suspension Rate By Year

Percentage of students who were suspended.

	2017	2018	2019
Suspension Rate	0.8%	0.8%	0.5%



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	274	38.0	270	51.5	256	53.5	241	58.5	214	61.2	23.2	2.7	283	29.3	275	36.7	259	43.6	245	53.1	221	55.7	26.4	2.6
Female	128	48.4	130	53.8	131	59.5	116	62.1	106	67.9	19.5	5.8	132	34.8	134	38.1	134	44.8	120	51.7	108	57.4	22.6	5.7
Male	146	28.8	140	49.3	125	47.2	125	55.2	108	54.6	25.8	-0.6	151	24.5	141	35.5	125	42.4	125	54.4	113	54.0	29.5	-0.4
African American	14	28.6	15	46.7	16	50.0	14	57.1	15	73.3	44.7	16.2	16	6.3	15	33.3	16	31.3	14	42.9	15	60.0	53.7	17.1
Asian**	2	-	2	-	1	-	3	-	9	-	-	-	2	-	2	-	1	-	3	-	10	70.0	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	240	37.1	234	50.9	223	53.4	209	57.9	186	59.7	22.6	1.8	247	27.9	238	36.1	226	44.7	213	52.1	192	54.2	26.3	2.1
Indochinese**	5	-	9	-	6	-	9	-	-	-	-	-	5	-	10	50.0	6	-	9	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	1	-	0	-	-	-	1	-	1	-	1	-	1	-	0	-	-	-
White	2	-	2	-	5	-	3	-	3	-	-	-	2	-	2	-	5	-	3	-	3	-	-	-
Multiracial	10	40.0	7	-	4	-	2	-	1	-	-	-	10	50.0	7	-	4	-	2	-	1	-	-	-
English Learner	127	8.7	127	24.4	102	22.5	100	36.0	79	29.1	20.4	-6.9	136	10.3	132	17.4	105	22.9	104	35.6	86	29.1	18.8	-6.5
English-Speaking	147	63.3	143	75.5	154	74.0	141	74.5	135	80.0	16.7	5.5	147	46.9	143	54.5	154	57.8	141	66.0	135	72.6	25.7	6.6
Reclassified†	96	76.0	92	88.0	98	81.6	87	81.6	89	88.8	12.8	7.2	96	58.3	92	67.4	98	69.4	87	72.4	89	82.0	23.7	9.6
Initially Eng. Speaking	51	39.2	51	52.9	56	60.7	54	63.0	46	63.0	23.8	0.0	51	25.5	51	31.4	56	37.5	54	55.6	46	54.3	28.8	-1.3
Econ. Disadv.*	274	38.0	264	51.1	248	52.8	234	57.7	208	60.6	22.6	2.9	283	29.3	268	37.3	251	42.6	238	51.7	214	54.7	25.4	3.0
Non-Econ. Disadv.	0	-	6	-	8	-	7	-	6	-	-	-	0	-	7	-	8	-	7	-	7	-	-	-
Gifted	58	63.8	50	76.0	34	76.5	18	88.9	13	69.2	5.4	-19.7	58	63.8	50	66.0	34	67.6	18	88.9	13	61.5	-2.3	-27.4
Not Gifted	216	31.0	220	45.9	222	50.0	223	56.1	201	60.7	29.7	4.6	225	20.4	225	30.2	225	40.0	227	50.2	208	55.3	34.9	5.1
With Disabilities	49	2.0	38	7.9	41	7.3	38	15.8	39	12.8	10.8	-3.0	49	0.0	38	7.9	41	12.2	38	18.4	40	12.5	12.5	-5.9
WO Disabilities	225	45.8	232	58.6	215	62.3	203	66.5	175	72.0	26.2	5.5	234	35.5	237	41.4	218	49.5	207	59.4	181	65.2	29.7	5.8
Homeless	15	33.3	11	45.5	10	50.0	11	72.7	28	42.9	9.6	-29.8	15	20.0	13	15.4	12	41.7	13	61.5	31	45.2	25.2	-16.3
Foster	6	-	2	-	0	-	0	-	0	-	-	-	6	-	2	-	0	-	0	-	0	-	-	-
Military	1	-	2	-	2	-	3	-	3	-	-	-	1	-	2	-	2	-	3	-	3	-	-	-

* 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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	98	30.6	93	48.4	71	53.5	84	60.7	67	68.7	38.1	8.0	102	31.4	95	41.1	72	54.2	84	64.3	69	72.5	41.1	8.2
Female	53	34.0	40	45.0	36	63.9	45	60.0	31	74.2	40.2	14.2	56	30.4	41	36.6	37	59.5	45	64.4	31	71.0	40.6	6.6
Male	45	26.7	53	50.9	35	42.9	39	61.5	36	63.9	37.2	2.4	46	32.6	54	44.4	35	48.6	39	64.1	38	73.7	41.1	9.6
African American	6	-	5	-	3	-	6	-	4	-	-	-	6	-	5	-	3	-	6	-	4	-	-	-
Asian**	1	-	0	-	0	-	1	-	2	-	-	-	1	-	0	-	0	-	1	-	2	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	84	27.4	82	48.8	65	56.9	73	58.9	58	65.5	38.1	6.6	88	27.3	83	41.0	66	56.1	73	65.8	60	70.0	42.7	4.2
Indochinese**	2	-	4	-	2	-	3	-	-	-	-	-	2	-	5	-	2	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
White	1	-	1	-	1	-	0	-	2	-	-	-	1	-	1	-	1	-	0	-	2	-	-	-
Multiracial	3	-	1	-	0	-	1	-	1	-	-	-	3	-	1	-	0	-	1	-	1	-	-	-
English Learner	58	8.6	60	33.3	40	40.0	43	53.5	24	37.5	28.9	-16.0	62	16.1	62	27.4	41	43.9	43	55.8	26	42.3	26.2	-13.5
English-Speaking	40	62.5	33	75.8	31	71.0	41	68.3	43	86.0	23.5	17.7	40	55.0	33	66.7	31	67.7	41	73.2	43	90.7	35.7	17.5
Reclassified†	21	85.7	16	87.5	13	100.0	21	85.7	32	90.6	4.9	4.9	21	76.2	16	93.8	13	100.0	21	90.5	32	93.8	17.6	3.3
Initially Eng. Speaking	19	36.8	17	64.7	18	50.0	20	50.0	11	72.7	35.9	22.7	19	31.6	17	41.2	18	44.4	20	55.0	11	81.8	50.2	26.8
Econ. Disadv.*	98	30.6	91	48.4	68	52.9	83	60.2	66	68.2	37.6	8.0	102	31.4	93	40.9	69	53.6	83	63.9	68	72.1	40.7	8.2
Non-Econ. Disadv.	0	-	2	-	3	-	1	-	1	-	-	-	0	-	2	-	3	-	1	-	1	-	-	-
Gifted	18	33.3	12	83.3	5	-	2	-	5	-	-	-	18	55.6	12	100.0	5	-	2	-	5	-	-	-
Not Gifted	80	30.0	81	43.2	66	51.5	82	61.0	62	66.1	36.1	5.1	84	26.2	83	32.5	67	52.2	82	63.4	64	70.3	44.1	6.9
With Disabilities	17	0.0	9	-	15	6.7	13	23.1	14	7.1	7.1	-16.0	17	0.0	9	-	15	13.3	13	30.8	15	26.7	26.7	-4.1
WO Disabilities	81	37.0	84	52.4	56	66.1	71	67.6	53	84.9	47.9	17.3	85	37.6	86	44.2	57	64.9	71	70.4	54	85.2	47.6	14.8
Homeless	7	-	2	-	3	-	5	-	14	42.9	-	-	7	-	3	-	4	-	5	-	14	57.1	-	-
Foster	3	-	0	-	0	-	0	-	0	-	-	-	3	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	0	-	2	-	0	-	-	-	0	-	1	-	0	-	2	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	84	41.7	98	51.0	90	50.0	67	55.2	76	59.2	17.5	4.0	86	29.1	99	34.3	91	41.8	69	47.8	79	58.2	29.1	10.4
Female	31	58.1	60	50.0	40	55.0	33	60.6	40	65.0	6.9	4.4	31	45.2	61	36.1	41	39.0	35	48.6	41	63.4	18.2	14.8
Male	53	32.1	38	52.6	50	46.0	34	50.0	36	52.8	20.7	2.8	55	20.0	38	31.6	50	44.0	34	47.1	38	52.6	32.6	5.5
African American	5	-	8	-	5	-	4	-	5	-	-	-	6	-	8	-	5	-	4	-	5	-	-	-
Asian**	1	-	1	-	0	-	0	-	4	-	-	-	1	-	1	-	0	-	0	-	5	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	73	42.5	83	49.4	79	50.6	59	55.9	67	58.2	15.7	2.3	74	29.7	84	34.5	80	42.5	61	47.5	69	58.0	28.3	10.5
Indochinese**	3	-	1	-	3	-	3	-	-	-	-	-	3	-	1	-	3	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	0	-	0	-	0	-	-	-	0	-	1	-	0	-	0	-	0	-	-	-
White	0	-	1	-	2	-	1	-	0	-	-	-	0	-	1	-	2	-	1	-	0	-	-	-
Multiracial	2	-	3	-	1	-	0	-	0	-	-	-	2	-	3	-	1	-	0	-	0	-	-	-
English Learner	42	11.9	45	20.0	35	11.4	28	35.7	34	32.4	20.5	-3.3	44	9.1	46	13.0	36	11.1	30	26.7	37	32.4	23.3	5.7
English-Speaking	42	71.4	53	77.4	55	74.5	39	69.2	42	81.0	9.6	11.8	42	50.0	53	52.8	55	61.8	39	64.1	42	81.0	31.0	16.9
Reclassified†	28	92.9	33	97.0	38	78.9	19	78.9	29	89.7	-3.2	10.8	28	64.3	33	69.7	38	73.7	19	78.9	29	86.2	21.9	7.3
Initially Eng. Speaking	14	28.6	20	45.0	17	64.7	20	60.0	13	61.5	32.9	1.5	14	21.4	20	25.0	17	35.3	20	50.0	13	69.2	47.8	19.2
Econ. Disadv.*	84	41.7	98	51.0	88	50.0	63	54.0	75	58.7	17.0	4.7	86	29.1	99	34.3	89	41.6	65	44.6	77	58.4	29.3	13.8
Non-Econ. Disadv.	0	-	6	-	2	-	4	-	1	-	-	-	0	-	0	-	2	-	4	-	2	-	-	-
Gifted	20	75.0	17	70.6	11	90.9	5	-	2	-	-	-	20	60.0	17	47.1	11	90.9	5	-	2	-	-	-
Not Gifted	64	31.3	81	46.9	79	44.3	62	51.6	74	59.5	28.2	7.9	66	19.7	82	31.7	80	35.0	64	45.3	77	58.4	38.7	13.1
With Disabilities	14	0.0	17	5.9	41	7.3	13	7.7	12	16.7	16.7	9.0	14	0.0	17	5.9	9	-	13	7.7	12	8.3	8.3	0.6
WO Disabilities	70	50.0	81	60.5	81	55.6	54	66.7	64	67.2	17.2	0.5	72	34.7	82	40.2	82	43.9	56	57.1	67	67.2	32.5	10.1
Homeless	3	-	7	-	1	-	2	-	9	-	-	-	3	-	7	-	2	-	3	-	11	36.4	-	-
Foster	1	-	0	-	0	-	0	-	0	-	-	-	1	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	0	-	1	-	-	-	0	-	1	-	1	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.



2015-2019 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		2018		2019		2015	2018	2015		2016		2017		2018		2019		2015	2018
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	92	42.4	79	55.7	95	56.8	90	58.9	71	56.3	13.9	-2.6	95	27.4	81	34.6	96	37.5	92	46.7	73	37.0	9.6	-9.7
Female	44	59.1	30	73.3	55	60.0	38	65.8	35	65.7	6.6	-0.1	45	33.3	32	43.8	56	39.3	40	40.0	36	38.9	5.6	-1.1
Male	48	27.1	49	44.9	40	52.5	52	53.8	36	47.2	20.1	-6.6	50	22.0	49	28.6	40	35.0	52	51.9	37	35.1	13.1	-16.8
African American	3	-	2	-	8	-	4	-	6	-	-	-	4	-	2	-	8	-	4	-	6	-	-	-
Asian**	0	-	1	-	1	-	2	-	3	-	-	-	0	-	1	-	1	-	2	-	3	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	83	42.2	69	55.1	79	53.2	77	58.4	61	55.7	13.5	-2.7	85	27.1	71	32.4	80	37.5	79	43.0	63	34.9	7.8	-8.1
Indochinese**	0	-	4	-	1	-	3	-	-	-	-	-	0	-	4	-	1	-	3	-	-	-	-	-
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	1	-	1	-	0	-	-	-	0	-	0	-	1	-	1	-	0	-	-	-
White	1	-	0	-	2	-	2	-	1	-	-	-	1	-	0	-	2	-	2	-	1	-	-	-
Multiracial	5	-	3	-	3	-	1	-	0	-	-	-	5	-	3	-	3	-	1	-	0	-	-	-
English Learner	27	3.7	22	9.1	27	11.1	29	10.3	21	14.3	10.6	4.0	30	0.0	24	0.0	28	7.1	31	16.1	23	8.7	8.7	-7.4
English-Speaking	65	58.5	57	73.7	68	75.0	61	82.0	50	74.0	15.5	-8.0	65	40.0	57	49.1	68	50.0	61	62.3	50	50.0	10.0	-12.3
Reclassified†	47	61.7	43	81.4	47	78.7	47	80.9	28	85.7	24.0	4.8	47	46.8	43	55.8	47	57.4	47	61.7	28	64.3	17.5	2.6
Initially Eng. Speaking	18	50.0	14	50.0	21	66.7	14	85.7	22	59.1	9.1	-26.6	18	22.2	14	28.6	21	33.3	14	64.3	22	31.8	9.6	-32.5
Econ. Disadv.*	92	42.4	75	54.7	92	55.4	88	58.0	67	55.2	12.8	-2.8	95	27.4	76	36.8	93	35.5	90	45.6	69	33.3	5.9	-12.3
Non-Econ. Disadv.	0	-	4	-	3	-	2	-	4	-	-	-	0	-	5	-	3	-	2	-	4	-	-	-
Gifted	20	80.0	21	76.2	18	66.7	11	90.9	6	-	-	-	20	75.0	21	61.9	18	50.0	11	90.9	6	-	-	-
Not Gifted	72	31.9	58	48.3	77	54.5	79	54.4	65	56.9	25.0	2.5	75	14.7	60	25.0	78	34.6	81	40.7	67	37.3	22.6	-3.4
With Disabilities	18	5.6	12	8.3	17	11.8	12	16.7	13	15.4	9.8	-1.3	18	0.0	12	8.3	17	5.9	12	16.7	13	0.0	0.0	-16.7
WO Disabilities	74	51.4	67	64.2	78	66.7	78	65.4	58	65.5	14.1	0.1	77	33.8	69	39.1	79	44.3	80	51.2	60	45.0	11.2	-6.2
Homeless	5	-	2	-	6	-	4	-	5	-	-	-	5	-	3	-	6	-	5	-	6	-	-	-
Foster	2	-	0	-	0	-	0	-	0	-	-	-	2	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	1	-	1	-	2	-	-	-	1	-	0	-	0	-	1	-	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.

** Beginning in 2019, Indochinese is included in the Asian ethnic group.

APPENDIX E

2020-21 SPSA ASSESSMENT AND EVALUATION

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: EDISON ELEMENTARY

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES: 30100,30103,30106,31820

SCHOOL YEAR: 2019-20

Goal 1 - Safe, Collaborative and Inclusive Culture

Strategy/Activity 1

*Strategy/Activity - Description

COUNSELOR (ATTENDANCE)

For the attendance goal, the counselor facilitates and/or participates in the following:

- United Way partnership
- Attendance groups
- Monthly Attendance meetings
- Home visits

*Proposed Expenditures for this Strategy/Activity

Analysis:

The counselor leads, facilitates and participates in activities and strategies which target school climate and attendance such as giving classroom lessons, counseling groups, attendance competitions, supervising the attendance intern, individual student counseling, conducting home visits, organizing assemblies on wellness for students and staff, participating in monthly attendance meetings, sending attendance letters home.

Description:

There are no major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal. We are implementing exactly as planned.

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - Mendez, Vanessa	0.20000	\$23,890.10	30100-1210	Counselor leads, facilitates, and/or participates in several activities and strategies which target school climate and attendance.	Our attendance from last year has improved so far. Monthly meetings were we discuss specific attendance concerns and following protocols.	Sometimes we don't have control over attendance issues. We follow all procedures and protocols but ultimately parents seem to know that	We would like to be able to continue to fund our counselor full-time but if that is not possible, the modifications will likely be that some things will not

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

School Counselor - Mendez, Vanessa	0.60000	\$71,670.27	30106-1210	Counselor leads, facilitates, and/or participates in several activities and strategies which target school climate and attendance.		in the end, we have no teeth. Even when they are sent to SARB. As a result, some chronically absent students continue to be out.	get done due to lack of resources.
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Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

COUNSELOR (SCHOOL CONNECTEDNESS)

In order to target the school connectedness goal, the counselor facilitates the following activities on a schoolwide basis:

- No place for hate
- Kindness week
- Bullying prevention lessons
- Second Step
- Girls on the Run
- Student Council
- Restorative Justice

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
School Counselor - Mendez, Vanessa	--	--	30100-1210	Counselor leads, facilitates, and/or participates in several activities and strategies	Students receive classroom lessons and small group lessons targeting social-emotional	Not Applicable.	Modification will only be necessary if we cannot fund the counselor full time. Students will

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				which target school climate and attendance.	wellness and academic mindset. Whole school events made possible only because we have a full-time counselor. Referrals and severity of reasons for referrals has shown improvement. California School climate survey shows excellent results overall and especially in the areas of Anti-Bully, Positive Behavior, Physical safety, and emotional safety		receive fewer services.
School Counselor - Mendez, Vanessa	--	--	30106-1210	Counselor leads, facilitates, and/or participates in several activities and strategies which target school climate and attendance.			

Note/Reminders (optional):

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 2 - English Language Arts

Strategy/Activity 1

*Strategy/Activity - Description

GRADE LEVEL COLLABORATIONS/PLC

Visiting teachers are funded so that teachers can meet in day long grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr		\$25,258.14	30100-1192	Visiting teachers for PLC	Visiting teachers are funded so that teachers can engage in monthly grade level collaborations (aka PLCs). During this time, teachers analyze and discuss data/assessments. Based on the analysis, teachers then plan action steps for teaching at students' point of need. Student growth/ achievement levels	Not applicable	If insufficient funding, PLC time will be reduced.
Prof&Curriclm Dev Vist Tchr		\$2,928.79	30106-1192	Visiting teachers for PLC			

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					in ELA and math over the last three years can be attributed to the collaborative work that teachers do in order to ensure that they are providing equitable conditions for teaching and learning. This can only occur if teachers are given time to work together in order to support and enhance each other's thinking about student progress and next steps.		
Note/Reminders (optional):							
Strategy/Activity 3							
*Strategy/Activity - Description							
<u>RESOURCE TEACHER</u>							
A resource teacher is being funded to work with small intervention groups which target English Learners (newcomers and at-risk LTELs) and struggling readers needing more intensive support in language arts and ELD.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Ragland, Anthony	0.80000	\$105,426.81	30100-1109	Resource teacher works with small intervention groups of students who are English Learners and struggling readers.	English learners and struggling readers are receiving targeted small group instruction four days per week. Instruction is based upon analysis of assessment data. Students participating in these small groups are selected based on various data points and teacher recommendation. Pre-Post data has shown that students who work with the resource teacher are making very good reading growth.	Not applicable. We are seeing growth among students that the RT works with.	Modification will only be necessary if we cannot purchase this position again. In that case, ELs will receive less support.

Note/Reminders (optional):

Strategy/Activity 5

***Strategy/Activity - Description**

INSTRUCTIONAL SUPPLIES

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the Benchmark language arts program.

***Proposed Expenditures for this Strategy/Activity**

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$10,394.95	30100-4301	Basic classroom supplies such as writing utensils and other items which facilitate instruction and completion of assigned tasks.	Standard classroom supplies necessary to support teaching and learning, online programs, curriculum related supplies. We purchase items such as ELA curriculum consumables for the Benchmark Program, Achieve3000, and Accelerated Reader	Not applicable. Students are making academic progress thus far.	Modification will only be necessary if funding does not allow us to purchase supplemental programs such as iReady, Achieve3000, etc.

Note/Reminders (optional):

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 3 - Mathematics

Strategy/Activity 1

*Strategy/Activity - Description

GRADE LEVEL COLLABORATIONS/PLC

Visiting teachers are funded so that teachers can meet in day long grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teachers for PLC	Visiting teachers are funded so that teachers can engage in monthly grade level collaborations (aka PLCs). During this time, teachers analyze and discuss data/assessments. Based on the analysis, teachers then plan action steps for teaching at students' point of need. Student growth/ achievement levels	Not applicable. Students are progressing academically thus far.	If insufficient funding, PLC time will be greatly reduced.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Visiting teachers for PLC			

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>in ELA and math over the last three years can be attributed to the collaborative work that teachers do in order to ensure that they are providing equitable conditions for teaching and learning. This can only occur if teachers are given time to work together in order to support and enhance each other's thinking about student progress and next steps.</p>	
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Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

INSTRUCTIONAL SUPPLIES

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials as necessary for mathematics.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working	Modification based on
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Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						(ineffective) & why?	evaluation results.
Supplies	--	--	30100-4301	Basic classroom supplies such as writing utensils and other items which facilitate instruction and completion of assigned tasks.	Standard classroom supplies necessary to support teaching and learning, online programs, curriculum related supplies. We purchase items such as ELA curriculum consumables for the Benchmark Program, Achieve3000, and Accelerated Reader	Not applicable. Students are making academic progress thus far.	Modification will only be necessary if funding does not allow us to purchase supplemental programs such as iReady, Achieve3000, etc

Note/Reminders (optional):

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 4- English Learners							
Strategy/Activity 1							
*Strategy/Activity - Description							
RESOURCE TEACHER							
A resource teacher is being funded to work with small intervention groups which target English Learners needing more intensive support in language arts and ELD. Specifically he will work with at-risk LTELS and newcomers.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Ragland, Anthony	--	--	30100-1109	Resource teacher works with small groups of English Learners on ELD. Specifically at risk LTELS and newcomers.	English learners and struggling readers are receiving targeted small group instruction four days per week. Instruction is based upon analysis of assessment data. Students participating in these small groups are selected based on various data points and teacher recommendation. Pre-Post data has	Not applicable. We are seeing growth among students that the RT works with.	Modification will only be necessary if we cannot purchase this position again. In that case, ELs will receive less support.

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					shown that students who work with the resource teacher are making very good reading growth.	
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Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity - Description**

VISITING TEACHERS

Grade level collabs/PLC: Visiting teachers are funded so that teachers can meet in day long grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions. The agenda will include time to specifically discuss the progress and instructional needs of English Learners.

Professional Learning: Visiting teachers are funded so that teachers can participate in professional learning around Benchmark ELD instruction.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	During grade level collaborations/PLC the agenda will include time to discuss the instructional needs of ELs.	Visiting teachers are funded so that teachers can engage in monthly grade level collaborations (aka PLCs). During this time, teachers	Not applicable. Students are progressing academically thus far.	If insufficient funding, PLC time will be greatly reduced.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	During grade level collaborations/PL	analyze and discuss data/assessments.		

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				<p>C the agenda will include time to discuss the instructional needs of ELs.</p>	<p>Based on the analysis, teachers then plan action steps for teaching at students' point of need. Student growth/ achievement levels in ELA and math over the last three years can be attributed to the collaborative work that teachers do in order to ensure that they are providing equitable conditions for teaching and learning. This can only occur if teachers are given time to work together in order to support and enhance each other's thinking about student progress and next steps.</p>		
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Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

SUPPLEMENTAL MATERIALS

Funds will be utilized to purchase supplemental materials that will enhance ELD instruction (e.g. Benchmark) as well as online programs that specifically target the needs of students based on assessment data.

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Supplemental materials that enhance ELD instruction (e.g. Benchmark materials)	Standard classroom supplies necessary to support teaching and learning, online programs, curriculum related supplies. We purchase items such as ELA curriculum consumables for the Benchmark Program, Achieve3000, and Accelerated Reader which all have elements that target the needs of ELs.	Not applicable. Students are making academic progress thus far.	Modification will only be necessary if funding does not allow us to purchase supplemental programs such as iReady, Achieve3000, etc

Note/Reminders (optional):

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 5 - Students with Disabilities

Strategy/Activity 1

*Strategy/Activity - Description

INSTRUCTIONAL SUPPLIES

Instructional supplies may be purchased which can be utilized to target the specific needs of students with disabilities (Benchmark Steps to Advance, iReady, Acheive3000)

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Instructional supplies meant to specifically target the needs of students who require intensive interventions (Benchmark Steps to Advance)	Standard classroom supplies necessary to support teaching and learning, online programs, curriculum related supplies. We purchase items such as ELA curriculum consumables for the Benchmark Program, Achieve3000, and Accelerated Reader which all have elements that target the needs of SwD.	Students with disabilities have not shown the same growth as other populations. Current practices do not seem to be working.	We need more training. Utilize "strategic scheduling".

Note/Reminders (optional):

[Empty box for notes/reminders]

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 6 - Family Engagement

Strategy/Activity 1

*Strategy/Activity - Description

CAPACITY BUILDING THROUGH PARENT WORKSHOPS

We are funding child care costs, duplicating, supplies, and light refreshments in order to facilitate the following activities and the funded resource teacher and counselor also assist:

- The school will seek out opportunities for parent workshops through the district and community.
- School site personnel will give workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results".
- School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Family Fridays throughout the year include:
 - Title 1 Presentation
 - Attendance
 - Schoolwide Academic Performance
 - Safety Plan
 - Explaining the role of support staff (counselor, resource teacher, PE teacher)
 - Health and Wellness

School has a dedicated parent volunteer center as well as a parent room for workshops.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Other Clsfd NonUnion Hrly		\$653.95	30103-2986	Child care during parent workshops or meetings	Parent workshop\ are offered throughout the year. In order to increase participation, we	We continue to strive to increase participation rate of parent workshops.	Modifications would include increasing the marketing of parent workshops.
Supplies		\$769.05	30103-4301	Basic supplies necessary to facilitate parent			

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

				meetings/workshops such as writing utensils, binders, books.	offer child care services and light refreshments. These meetings often require basic supplies and handouts (paper/copies)		
Inservice supplies		\$350.00	30103-4304	Light refreshments for parent meetings/workshops	The parent handbook and other important and larger or specialized (e.g. brochure) documents for families are sent to printing services.		
Interprogram Svcs/Duplicating		\$800.00	30103-5721	Duplicating costs for flyers and workshop handouts.			
School Counselor – Mendez, Vanessa	--	--	30100-1210	The counselor assists with attendance and wellness presentations to parents.	Counselor is always available to assist parents as necessary. She brings parent trainings to the school and attends parent/teacher conferences to discuss attendance concerns.	Not applicable.	Modification will only be necessary if we cannot fund this position full time in which case fewer services will be offered.

Note/Reminders (optional):

Strategy/Activity 2

***Strategy/Activity – Description**

FAMILY COMMUNICATION

The school will encourage participation through effective communication strategies:

- all site developed communications will occur in Spanish and English
- Monthly school calendar
- Automated phone calls

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- Marquee
- Flyers
- Announcements at Family Fridays
- Verbal communication by teachers both formal and informal

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Duplicating	--	--	30103-5721	Duplicating costs for items such as flyers, parent handbook, etc.	We keep parents informed on a timely basis through flyers, monthly calendars, and the handbook.	Not applicable.	None.

Note/Reminders (optional):

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Goal 7- Graduation/Promotion Rate							
Strategy/Activity 1							
*Strategy/Activity - Description							
GRADE LEVEL COLLABORATIONS/PLC							
Visiting teachers are funded so that teachers can meet in day long grade level collaboration each month. During this time, teachers will analyze data in order to ascertain the instructional needs of students so that they can provide appropriate and differentiated learning opportunities. Teachers will plan instruction and discuss ways to support students who are in need of interventions.							
*Proposed Expenditures for this Strategy/Activity							
<u>Analysis:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Description:</u>							
Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Prof&Curriclm Dev Vist Tchr	--	--	30106-1192	Visiting teachers for PLC.	Visiting teachers are funded so that	Not applicable. Students are progressing academically thus far.	If insufficient funding, PLC time will be greatly reduced.
Prof&Curriclm Dev Vist Tchr	--	--	30100-1192	Visiting teachers for PLC.	teachers can engage in monthly grade level collaborations (aka PLCs). During this time, teachers analyze and discuss data/assessments. Based on the analysis, teachers then plan action steps for teaching at students' point of need. Student growth/ achievement levels in ELA and math over		

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					the last three years can be attributed to the collaborative work that teachers do in order to ensure that they are providing equitable conditions for teaching and learning. This can only occur if teachers are given time to work together in order to support and enhance each other's thinking about student progress and next steps.		
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Note/Reminders (optional):

Strategy/Activity 3

*Strategy/Activity - Description

RESOURCE TEACHER

A resource teacher is being funded to work with small intervention groups which target English Learners and struggling readers needing more intensive support in language arts and ELD.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
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Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Inschool Resource Tchr - Ragland, Anthony	--	--	30100-1109	Resource teacher works with small intervention groups of students who are English Learners and struggling readers.	English learners and struggling readers are receiving targeted small group instruction four days per week. Instruction is based upon analysis of assessment data. Students participating in these small groups are selected based on various data points and teacher recommendation. Pre-Post data has shown that students who work with the resource teacher are making very good reading growth.	Not applicable. We are seeing growth among students that the RT works with.	Modification will only be necessary if we cannot purchase this position again. In that case, ELs will receive less support.
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Note/Reminders (optional):

Strategy/Activity 5

***Strategy/Activity - Description**

INSTRUCTIONAL SUPPLIES

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the Benchmark language arts program.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	30100-4301	Basic classroom supplies such as writing utensils and other items which facilitate instruction and completion of assigned tasks.	Standard classroom supplies necessary to support teaching and learning, online programs, curriculum related supplies. We purchase items such as ELA curriculum consumables for the Benchmark Program, Achieve3000, and Accelerated Reader	Not applicable. Students are making academic progress thus far.	Modification will only be necessary if funding does not allow us to purchase supplemental programs such as iReady, Achieve3000, etc.

Note/Reminders (optional):

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

SCHOOL NAME: EDISON ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2019-20

Goal 2 - English Language Arts

Strategy/Activity 2

***Strategy/Activity - Description**

ONLINE LANGUAGE ARTS PROGRAMS

We are purchasing licenses for Achieve 3000, iReady, Accelerated Reader, and Raz Kids. These are all online language arts programs which provide opportunities for students to practice their reading skills at their particular instructional level. Achieve3000 and iReady also have an assessment component which helps teachers to monitor growth three times per year.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
License And Fees		\$17,940.00	09800-5842	Purchase RazKids, Achieve3000, Accelerated Reader, iReady	Students can access quality reading and math materials/lessons via online at school and at home. The lessons are tailored to a students ability.	Web based curriculum is expensive. If it's not used to the fullest potential its cost should be redirected	Staff will prioritize which ones are being utilized with fidelity and cut back as necessary.

Note/Reminders (optional):

Strategy/Activity 3

***Strategy/Activity - Description**

RESOURCE TEACHER

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

A resource teacher is being funded to work with small intervention groups which target English Learners (newcomers and at-risk LTELs) and struggling readers needing more intensive support in language arts and ELD.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Ragland, Anthony	0.20000	\$26,356.69	09800-1109	Resource teacher works with small intervention groups of students who are English Learners and struggling readers.	Everything is going well. Data shows good results with students he works with and their academics. Good relationships with parents. Work with teachers is positive. Coordinating compliance issues.	Stakeholders are satisfied with the work of the resource teachers. District should fund a position such as this one. Like they did with ELST.	n/a

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

LIBRARY ASSISTANT

The library assistant is being funded to promote a love of reading by teaching students how to select books that are interesting and at their level in a library. Students are also taught how to use library resources to help them with writing reports.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Library Asst - Shaw-Cedeno, Daniel	0.23800	\$8,272.52	09800-2231	Library assistant provides services to all students which encourages making good choices in self-selected reading materials, learning how to use library services, and developing a love of independent reading.	The library assistant checks out books to students, teaches students how to use the library and motivates students to enjoy reading.	n/a	n/a

Note/Reminders (optional):

Strategy/Activity 5

***Strategy/Activity - Description**

INSTRUCTIONAL SUPPLIES

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the Benchmark language arts program.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies		\$4,946.55	09800-4301	Basic classroom supplies such as	Children are provided with	Would like increased funding.	School tries to use materials very

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				writing utensils and other items which facilitate instruction and completion of assigned tasks. Supplemental materials for Benchmark Language Arts.	necessary materials for learning. Parents state that children do not come home asking to buy school supplies. Edison supplies the needs of students.		wisely in order to not be wasteful and searches for donations.
Interprogram Svcs/Paper		\$20,800.00	09800-5733	Duplicating paper is necessary to facilitate completion of assignments.			

Note/Reminders (optional):

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 3 - Mathematics

Strategy/Activity 2

*Strategy/Activity - Description

ONLINE MATHEMATICS PROGRAMS

We are purchasing licenses for iReady. This is an online math assessment and curriculum program which provide opportunities for students to practice their math skills at their particular instructional level. iReady also has an assessment component which helps teachers to monitor growth and individualize instruction three times per year.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
License And Fees	--	--	09800-5842	Purchase iReady assessment and curriculum online program.	Students can access quality math materials/lessons via online at school and at home. The lessons are tailored to a students ability.	Web based curriculum is expensive. If it's not used to the fullest potential its cost should be redirected	Staff will prioritize which ones are being utilized with fidelity and cut back as necessary.

Note/Reminders (optional):

Strategy/Activity 3

*Strategy/Activity - Description

INSTRUCTIONAL SUPPLIES

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials as necessary for mathematics.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Interprogram Svcs/Paper	--	--	09800-5733	Duplicating paper is necessary to facilitate completion of assignments.	With more online programs, the need for paper is going down. Teachers try to be very careful about how much photocopying they do and take advantage of the online programs.	n/a	n/a
Supplies	--	--	09800-4301	Basic classroom supplies such as writing utensils and other items which facilitate instruction and completion of assigned tasks.	Children are provided with necessary materials for learning. Parents state that children do not come home asking to buy school supplies. Edison supplies the needs of students.	Would like to have more funding.	School tries to use materials very wisely in order to not be wasteful and searches for donations.

Note/Reminders (optional):

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 4- English Learners

Strategy/Activity 1

*Strategy/Activity - Description

RESOURCE TEACHER

A resource teacher is being funded to work with small intervention groups which target English Learners needing more intensive support in language arts and ELD. Specifically he will work with at-risk LTELS and newcomers.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Ragland, Anthony	--	--	09800-1109	Resource teacher works with small groups of English Learners on ELD. Specifically at risk LTELS and newcomers.	Everything is going well. Data shows good results with students he works with and their academics. Good relationships with parents. Work with teachers is positive. Coordinating compliance issues.	Stakeholders are satisfied with the work of the resource teachers. District should fund a position such as this one. Like they did with ELST.	n/a

Note/Reminders (optional):

Strategy/Activity 3

*Strategy/Activity - Description

SUPPLEMENTAL MATERIALS

Funds will be utilized to purchase supplemental materials that will enhance ELD instruction (e.g. Benchmark) as well as online programs that specifically target the needs of students based on assessment data.

*Proposed Expenditures for this Strategy/Activity

Analysis:

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
License And Fees	--	--	09800-5842	Programs such as Achieve3000, iReady and Accelerated Reader target the specific reading needs of students at their level.	Students can access quality reading and math materials/lessons via online at school and at home. The lessons are tailored to a students ability. These programs also have supports embedded for ELs.	Web based curriculum is expensive. If it's not used to the fullest potential its cost should be redirected	Staff will prioritize which ones are being utilized with fidelity and cut back as necessary.
Supplies	--	--	09800-4301	Supplemental materials that enhance ELD instruction (e.g. Benchmark materials)	Children are provided with necessary materials for learning. Parents state that children do not come home asking to buy school supplies. Edison supplies the needs of students.	Would like to have more funding.	School tries to use materials very wisely in order to not be wasteful and searches for donations.

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

Retired Teacher - ELPAC assistance

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Retired teachers will assist with administration of the ELPAC which allows us to ascertain the English levels of ELs. This information is both required and necessary in order for teachers to know the instructional needs of students who are ELs.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Retired Clsrm Teacher Hrly		\$4,270.70	09800-1189	Assist with ELPAC administration in order to ascertain English levels of ELs.	Due to high number of ELs, being able to pay for retired teachers to assist has been very helpful.	n/a	n/a

Note/Reminders (optional):

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 5 - Students with Disabilities

Strategy/Activity 1

*Strategy/Activity - Description

INSTRUCTIONAL SUPPLIES

Instructional supplies may be purchased which can be utilized to target the specific needs of students with disabilities (Benchmark Steps to Advance, iReady, Acheive3000)

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
License And Fees	--	--	09800-5842	Online programs designed to specifically provide instruction at a student's individual level. (e.g. iReady, Achieve3000)	Students can access quality reading and math materials/lessons via online at school and at home. The lessons are tailored to a students ability which is particularly helpful for students with disabilities.	Web based curriculum is expensive. If it's not used to the fullest potential its cost should be redirected	Staff will prioritize which ones are being utilized with fidelity and cut back as necessary.

Note/Reminders (optional):

Goal 6 - Family Engagement

Strategy/Activity 1

***Strategy/Activity - Description**

CAPACITY BUILDING THROUGH PARENT WORKSHOPS

We are funding child care costs, duplicating, supplies, and light refreshments in order to facilitate the following activities and the funded resource teacher and counselor also assist:

- The school will seek out opportunities for parent workshops through the district and community.
- School site personnel will give workshops on the topics of "Understanding the SBAC and SBAC results" and "Understanding the ELPAC and ELPAC results".
- School site has monthly Family Friday events where specific topics are covered and community organizations are invited to speak about their resources. Topics presented at Family Fridays throughout the year include:
 - Title 1 Presentation
 - Attendance
 - Schoolwide Academic Performance
 - Safety Plan
 - Explaining the role of support staff (counselor, resource teacher, PE teacher)
 - Health and Wellness

School has a dedicated parent volunteer center as well as a parent room for workshops.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Ragland, Anthony	--	--	09800-1109	The resource teacher assists with the ELPAC presentation to parents.	Good relationships with parents. Parents trust Mr. Ragland.	n/a	n/a

Note/Reminders (optional):

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Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Goal 7- Graduation/Promotion Rate

Strategy/Activity 2

*Strategy/Activity - Description

ONLINE LANGUAGE ARTS PROGRAMS

We are purchasing licenses for Achieve 3000, iReady, Accelerated Reader, and Raz Kids. These are all online language arts programs which provide opportunities for students to practice their reading skills at their particular instructional level. Achieve3000 and iReady also have an assessment component which helps teachers to monitor growth three times per year.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
License And Fees	--	--	09800-5842	Purchase RazKids, Achieve3000, Accelerated Reader, iReady	Students can access quality reading materials/lessons via online at school and at home. The lessons are tailored to a students ability.	Web based curriculum is expensive. If it's not used to the fullest potential its cost should be redirected	Staff will prioritize which ones are being utilized with fidelity and cut back as necessary.

Note/Reminders (optional):

Strategy/Activity 3

*Strategy/Activity - Description

RESOURCE TEACHER

A resource teacher is being funded to work with small intervention groups which target English Learners and struggling readers needing more intensive support in language arts and ELD.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Inschool Resource Tchr - Ragland, Anthony	--	--	09800-1109	Resource teacher works with small intervention groups of students who are English Learners and struggling readers.	Everything is going well. Data shows good results with students he works with and their academics. Good relationships with parents. Work with teachers is positive. Coordinating compliance issues.	Stakeholders are satisfied with the work of the resource teachers. District should fund a position such as this one. Like they did with ELST.	n/a

Note/Reminders (optional):

Strategy/Activity 4

***Strategy/Activity - Description**

LIBRARY ASSISTANT

The library assistant is being funded to promote a love of reading by teaching students how to select books that are interesting and at their level in a library. Students are also taught how to use library resources to help them with writing reports.

***Proposed Expenditures for this Strategy/Activity**

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

Library Asst - Shaw-Cedeno, Daniel	--	--	09800-2231	Library assistant provides services to all students which encourages making good choices in self-selected reading materials, learning how to use library services, and developing a love of independent reading.	The library assistant checks out books to students, teaches students how to use the library and motivates students to enjoy reading.	n/a	n/a
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Note/Reminders (optional):

Strategy/Activity 5

*Strategy/Activity - Description

INSTRUCTIONAL SUPPLIES

Instructional supplies include basic classroom needs such as writing utensils, paper, and other items which facilitate instruction and completion of assigned academic tasks. They also include purchasing supplemental materials (LCFF) for the Benchmark language arts program.

*Proposed Expenditures for this Strategy/Activity

Analysis:

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

Description:

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

Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) & why?	What is not working (ineffective) & why?	Modification based on evaluation results.
Supplies	--	--	09800-4301	Basic classroom supplies such as writing utensils and other items which facilitate instruction and	Children are provided with necessary materials for learning. Parents state that children do not	Would like to have more funding	School tries to use materials very wisely in order to not be wasteful and searches for donations.

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

				completion of assigned tasks. Supplemental materials for Benchmark Language Arts.	come home asking to buy school supplies. Edison supplies the needs of students.		
Interprogram Svcs/Paper	--	--	09800-5733	Duplicating paper is necessary to facilitate completion of assignments.	With more online programs, the need for paper is going down. Teachers try to be very careful about how much photocopying they do and take advantage of the online programs.	n/a	n/a

Note/Reminders (optional):

What are my leadership strategies in service of the goals?