



THE SCHOOL PLAN FOR STUDENT ACHIEVEMENT

AT **EDISON ELEMENTARY** SCHOOL

2022-23

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: *January 24, 2023*

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.

2022-23 SCHOOL PLAN FOR STUDENT ACHIEVEMENT

RECOMMENDATIONS AND ASSURANCE

SCHOOL NAME: Edison Elementary PHONE: 619-344-5400 FAX: 619-344-5449

SITE CONTACT PERSON: Dr. Jamie Lee, Principal 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 I Schoolwide Programs (SWP) CSI School ATSI 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 composed correctly, and 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: 9/27/2022 |
| <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 checked="" type="checkbox"/> | Site Governance Team (SGT) | Date of presentation: 9/27/2022 |
| <input checked="" type="checkbox"/> | Other (list): <u>Staff Meeting</u> | Date of presentation: 8/24/2022 |

1. 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.
2. The site plan composition is rooted in 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.
3. The site plan or revisions to the site plan were adopted by the SSC on: 9/27/22

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

Charity Murrell
Type/Print Name of SSC Chairperson

Theresa Lashowski
Type/Print Name of ELAC Representative

Dr. Christina Casillas
Type/Print Name of Area Superintendent

Jamie Lee 9/27/22
Signature of School Principal / Date

[Signature] 9-22-22
Signature of SSC Chairperson / Date

Theresa Lashowski 9/27/22
Signature of ELAC Representative / Date

[Signature] 9.30.22
Signature of Area Superintendent / Date

Email & Submit Document with Original Signatures
Strategic Planning for Student Achievement Department
Eugene Brucker Education Center, Room 3126

Due October 7th 2022

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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: **Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms & District**

LCAP Goal 2: **Access to Broad and Challenging Curriculum**

LCAP Goal 3: **Accelerating Student Learning with High Expectations for All**

LCAP Goal 4: **Quality Leadership, Teaching and Learning**

LCAP Goal 5: **Family and Community Engagement with Highly Regarded Neighborhood Schools**

LCAP Goal 6: **Well Orchestrated Districtwide Support Services and Communications**

The LCAP Vision 2021-2024 incorporates a broad, community-based vision for its graduates:

Our work is about creating the equitable conditions within our classrooms that honors the lived experiences of the whole child and supports all children mastering rigorous grade level standards. We can achieve this by eliminating systemic barriers to access and opportunity, and collectively building together school communities that are anti-bias, anti-racist, and restorative.

ENGAGING EDUCATIONAL PARTNERS

- SSC Meeting to solicit feedback was January 25, 2022, and budget approval meeting occurred in February 22, 2022. Budget was approved unanimously.

https://docs.google.com/document/d/1fjntVf2vRoSQUShBV_FM6hIHLWRnAbX/edit?usp=sharing&oid=117937870071550106207&rtpof=true&sd=true

- Staff input meeting was solicited on August 24, 2022.

https://docs.google.com/document/d/1ranOGQbyAXaCKjbYmgvBMwvcEYn_Lx2rIZqfIbnpNko/edit?usp=sharing

- Parent input was solicited through a survey:

<https://forms.gle/V62wjwDkKL6LdfdP8>

- ELAC input & approval meeting on September 13, 2022 (input & overview) and September 27, 2022 (approval).

<https://drive.google.com/drive/folders/1wOcTE0IWwoUPCfzxnkJFXtrTn9yDlLoy?usp=sharing>

- SSC Meeting occurred on September 27, 2022 for SPSA approval. SPSA was approved unanimously.

https://drive.google.com/drive/folders/1b7SUAGN18_lawRXJqicjuxc6lFmeXkKT?usp=sharing

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 & Benchmark Adelante) and Mathematics (SDUSD Enhanced Mathematics, which includes EnVision) which serve to target Tier 1 instruction. This will be our final year of using EnVision math. Our 3rd grade team has been using NY Engage for math, and they have the highest percentage of students meeting & exceeding on grade level standards. 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 or supports in Mathematics for our students with disabilities or students in Tier 3. The core curricular materials of Benchmark & EnVision need supplementation to address the needs of students with IEPs.

Here is a link to our Resource Mapping for our Universal instruction, Additional targeted supports, and Intensive (or individualized) supports.

<https://docs.google.com/document/d/12rWofjRw8F1CpDqjagjkm3zAEBTMxooARLiyvEXpDHg/edit?usp=sharing>

Support Staff:

Targeting the needs of the whole child requires an all-hands-on-deck approach because all of our staff support the efforts of students to be their best and learn deeply. To meet the social-emotional, health, and instructional needs of students we have additional support systems in place, such as paraprofessionals, library media tech, noon duty supervisors, office and clerical staff, custodial, and nutrition support personnel.

Because the students we serve at Edison are coming from a majority of low income circumstances (96%), the social emotional needs of our population greatly impact learning. Therefore, we fund our counselor for four additional days to ensure she is here at Edison all five days per week. 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. Every year our teams & stakeholders weigh the pros and cons of where we spend our Title 1 & LCFF funds, and they have made the decision to continue funding four additional days of counseling. For the 2022-2023 school year, the budget approval was accepted to continue to fund our counselor full-time.

We also fund a Resource Teacher who works in reading with English Learners in small groups, ELPAC testing, RFEP reclassification, ELAC, and supporting intervention (newcomers and at-risk LTELs). The Resource Teacher collects pre and post data which shows substantial growth for the students with whom he works. Given our high population of emerging multilingual learners (~60%), it becomes evident that we need additional supports to welcome our newcomer students. We have a biliteracy pathway to ensure they have access to and can grow in their primary language, but we know that they benefit from targeted strategies and academic supports. The Resource Teacher doesn't have enough time to meet individually with all of the EMLs, so he also contributes via PLC, PD, and collaborating with teachers individually. The fact that we have so many EMLs and need to

fund this position on our own takes away from other ways we may want to fund class size reduction or supplements to increase phonics, vocabulary, comprehension, and oral fluency.

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. For the 2022-2023 school year, we will be bringing all students back to campus, so teachers will need support for prioritizing and accelerating student learning. The amount of professional learning time at the school site (2 hours a month) is insufficient due to other required trainings during this block of time (e.g. i-Ready, ELPAC, CAASPP). Collaborative 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. Therefore, the ILT worked out some calendaring options to create an extra early release minimum day for PLC and will use one of our monthly minimum days for PLC. To address our acceleration plan, all TK-2 teachers will engage in site-based PD and will continue to grow in their knowledge of Really Great Reading curriculum, which is used to supplement the core curriculum with extra support in phonemic awareness, phonics, and high frequency words. We will provide our own site-based expertise and coaching through job-embedded PD for teachers, such as teacher spotlights, lunch & learns, monthly PD meetings, and 2 PLC meetings monthly. All teachers will be required to attend an NGSS-aligned training for the district's STEAM units to shift to a more standards-aligned math experience for students, and there is a training offered during summer 2022.

SCHOOL SITE COUNCIL MEMBERSHIP

Member Name	Role
Dr. Jamie Lee	Principal
Patrice Reid	Parent
Cecilia Reyes	Parent
Herminia Vega	Parent
Charity Taylor	Parent
Viridiana Ayala	Parent
Lillian Kepler-Gonzalez	Classroom Teacher
Krista Wisdom	Classroom Teacher
Theresa Laskowski	Other: Staff
Gianna Paquariello	Classroom Teacher

GOALS, STRATEGIES, EXPENDITURES, & ANNUAL REVIEW**LCAP 1: Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District****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.

Black Youth: Developing antiracist and restorative school communities.

District LCAP Goals

1. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child

Annual Review of This Goal: SPSA Reviewed 2021-22***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

At Edison, our vision & mission is to educate the whole child through a rigorous core academic instruction with high expectations and through thorough social emotional skills and development, including leadership so that our students embrace lifelong learning with excellence. That requires a team effort from each member of our staff, including our classroom teachers, our front office staff, and all of our support personnel inside and outside the classroom.

To specifically target positive social emotional development, we have paid to hire a counselor full-time (M-F). The counselor has initiated a wide range of supports inside and ancillary to the classroom. She provides weekly lessons about restorative practices, character education, promoting inclusivity, leadership, empathy, and ensuring students feel safe. She also provides individual supports, small group targeted supports, makes social-emotional referrals to counseling or other community-based resource, 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 promoted social development.

To address our anti-biased and anti-racist work, we have various avenues for promoting excellence for all, including and especially our previously marginalized students. We will work as a whole staff to be reflective of our own biases and be intentional about interrupting or disrupting any issues that would negatively impact a student's ability to reach his or her full potential in an environment that is nurturing and culturally relevant & responsive. Through PLC & PD, we will elevate our data that reflects are greatest needs, such as our students with IEPs and our students learning

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English as a new language. Our Black Youth have demonstrated equivalent or superior performance on several standards-based assessments, but there are small pockets of Black students who are from Haiti and speak Haitian Creole at home, so as they learn English and other academics, we will ensure they have a smooth adjustment that is supportive and inclusive as we push them to succeed at grade level standards.

Our full-time resource teacher that we pay for will offer small group intervention instruction to students learning English as a new language, and she will provide PD & PLC support to help teachers plan classroom-based interventions that promote rigor in reading, writing, speaking, and listening. We will also have the support of an ELI-Resource Teacher from the district for the 2022-2023 school year 2.5 days per week, so he or she will provide a range of supports to students & teachers to ensure our students learning English are able to thrive in both languages. Our resource teacher helps to reclassify, and last year we were able to reclassify over 40 students to RFEP due to their growth in performance.

Our PLC time will be teacher directed, but we will provide regular data to the teams, so they can effectively plan for all of their students' needs academically and socially. Our seasoned and veteran staff will be intentional about planning for and addressing the needs of all learners, so they can make incremental reading & math growth, pushing them toward grade level standards. We will use some of our funds to pay them to collaborate extra, which is beyond our regularly bi-monthly PLC meetings and once monthly PD sessions that are site-based and addressing our unique needs.

We will have a new special education team on site, which will enable us to dive deeper into the root causes of our gaps in performance for our students with IEPs because zero 3rd-5th graders met or exceeded standards on the CAASPP or FAST aReading assessment in Spring 2022.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

The strategies continue to improve restorative justice, which is evident by our very low suspension rate (<0.1% -- four 1-day suspensions for the entire year). Our attendance was in the top 2 of the Hoover cluster schools with just under 91% attendance during the year of COVID quarantining & isolation due to policies for keeping the campus safe from spreading COVID. Our chronic absenteeism rose this past year, but we expect a turnaround for the 2022-2023 school year depending on policies for COVID quarantining.

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, so we instituted a "basketball" tutoring our to support with our vision & mission for social emotional development and PE skills. We offered Tennis, Guitars, VisMo origami, and PrimeTime as additional after school programs to engage students in fun activities that help them grow socially and intellectually.

Favorable feedback was given toward the work of the school counselor, and results from assessments and attendance rates would indicate the success also. We have adopted Leader In Me, a leadership & positive habits philosophy to teach students and staff, which will be embedded into monthly counseling lessons, Monday morning meetings, and classroom instruction. We offer universal support through restorative circles on Mondays, social emotional lessons during first instruction, and counseling monthly character lessons. We also offer targeted additional supports for social emotional development for struggling students, such as small group counseling, restorative meetings with the counselor, and various resources that support families. Finally, we offer intensive supports through various providers, such as UPAC counseling and more frequently visits with the counselor, and work with parents.

***Changes**

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Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

No changes to activities, but updated goals.

*Identified Need

Data from the 2021-2022 CHKS shows:

- 62% of students responded that there are caring adults
- 89% of students responded that there are high expectations
- 33% of students responded that they feel meaningful participation at school
 - 50% of students said they *never* have a chance to decide on school activities or rules
 - 68% of students said they *never* get asked what they want to learn about
 - 26% of students said they *never* feel close to people at school

100% of students responded favorably to feeling happy at school & being treated fairly

97% of students said that they are bored at least *some* of the time in school (some, most, all) with 27% indicating they are bored *all* of the time

100% of students responded favorably to being taught how to resolve conflict & how to care about each other

100% of students responded favorably that they know what the rules are & follow classroom rules at least some of the time

100% of students responded that teachers make it clear that bullying is not allowed, but a low percentage of students indicated that other students spread rumors or call them bad names most or all of the time (13% & 10%, respectively)

- 29% of students said they are teased about body image

Attendance data for 2021-2022 school year shows that our attendance rate was 92%. Our greatest need for the coming year is to address chronic absenteeism. Chronic absenteeism increased to 41% overall during the past year, which is much higher than average for Edison. Due to quarantining policies for symptoms, some students were absent for entire 10-day windows because parents preferred not to get a COVID test. COVID positive cases were isolated for 5-14 days depending on the flow chart. We have been working on independent study (IS) contracts for students who are absent for 3 days up to 15 days, but there were many incomplete IS contracts (597 days). Our SART team called parents & sent letters bi-monthly, and we referred several families to SARB due to an extreme number of excessive absences. We were able to get some of those students to return or transfer to a closer school, but one student with an IEP was non-responsive. We will continue to work with the health & safety guidelines and our SART team (Counselor, Attendance Clerk, and Principal) to follow up on absences and correct any needs for independent study contracts.

*Goal 1 - Safe, Collaborative and Inclusive Culture

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	caring adults (favorable)	62%	80%	CAL-SCHLS (CHKS)	annual
June 2023	TK-5	decrease chronic absenteeism	41%	20%	Attendance	annual

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June 2023	TK-5	meaningful participation (favorable)	33%	50%	CAL-SCHLS (CHKS)	annual
June 2023	TK-5	increase attendance percentage overall	92%	96%	Attendance	annual

*Annual Measurable Outcomes (Closing the Equity Gap)

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	TK-5	English Learner	reduce chronic absenteeism	42%	20%	Attendance	daily
June 2023	TK-5	Hispanic or Latino	reduce chronic absenteeism	44%	20%	Attendance	daily
June 2023	TK-5	Homeless/Foster	reduce chronic absenteeism	60%	20%	Attendance	daily
June 2023	TK-5	Students with Disabilities	reduce chronic absenteeism	51%	20%	Attendance	daily
June 2023	TK-5	Black or African American	reduce chronic absenteeism	55%	20%	Attendance	daily

Supporting Black Youth - Additional Goals

- ✓ 1. Edison's Achievement Steering Committee (formerly Instructional Leadership Team) will meet regularly to actualize the Black Youth Call to Action, SPSA equity goals and monitor student access to programs, learning, attendance and discipline data. The Achievement Steering Committee will also monitor the staff diversity goal.
- ✓ 2. The staff diversity goal at Edison is to maintain or increase the percentage of diverse educators and staff from the current year to the following year, including analysis of classified vs. certificated staff. Edison's site selection/hiring panel is strongly encouraged to complete anti-bias training before conducting any interviews. (LCAP 4)
- ✓ 3. In the 2022-23 school year, Edison will develop and implement a system to monitor and analyze behavioral referrals, referrals to receive Special Education services and to determine if student groups are being disproportionately referred and the appropriate supports.
- ✓ 4. Edison will create a process for ensuring all students can participate in restorative justice practices to support them through the suspension or expulsion process, which may include the assigning of a Student Champion.
- ✓ 5. Edison's Achievement Steering Committee will lead the review of data and dialogue in support of the development of safe, inclusive and culturally affirming workplaces for employees so that educators of color are retained.
- ✓ 6. Edison will intentionally engage parents, staff and community members identifying as Black/African American through surveys and interviews to learn about their experiences and gain their input/feedback on site goals and actions.

- ✓ 7. Increase access to advanced classes--gate, seminar, advanced placement for black youth.
- ✓ 8. Edison will study/learn culturally responsive instructional practices, [QLIs/QTPs, ethnic studies pedagogy] increasing engagement and achievement of black youth and other marginalized groups.

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:

- Coordinate student council to promote student engagement in school & student agency, including improving pro-social behavior & attendance
- Work with the Attendance Clerk to target struggling students
- Monthly Attendance meetings (SART & SARB)
- Home visits
- Collaboration with new Family Liaison to address parents who are not responsive or need a higher level of support or resources
- Positive reinforcements & recognitions for excellent attendance
- Provide insight to Attendance Clerk regarding reports & calls home

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

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

1. 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.
2. Attendance clerk is making regular calls home for chronic and daily absences to find out root causes or barriers to attendance. She will continue to make calls and help point parents to solutions to their attendance challenges, especially connecting the attendance office & health office due to illnesses.

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
- Student Council to help facilitate positive student voice & agency (individual, small group, whole class)
- Bullying prevention lessons
- Behavior assemblies (3 per year)
- Weekly Second Step & Leader In Me character education
- Social emotional & restorative resources to teachers
- Restorative Justice meetings & mediations among students
- Increased activities for Boys to promote school connectedness & activity
- Monday morning meeting for school connectedness and celebrations
- Shining Star monthly awards
- 22-23 addition of leadership opportunities for students (lunch, recess, student council, Monday meetings, environmental club, peer mediators)

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00891J	School Counselor -	0.10000	\$8,954.30	\$13,084.13	0089-09800-00-1210-3110-0000-01000-3999	LCFF Intervention Support	English Learners, Low-Income		SEL proactive and reactive supports and interventions, attendance support and leadership, student council, PBIS
F00891K	School Counselor -	0.20000	\$17,908.60	\$26,168.25	0089-30100-00-1210-3110-4760-01000-0000	Title I Basic Program	[no data]		SEL proactive and reactive supports and interventions, attendance support and leadership, student council, PBIS
F00891O	School Counselor -	0.30000	\$26,862.90	\$39,252.38	0089-30106-00-1210-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		SEL proactive and reactive supports and interventions, attendance support and leadership, student council, PBIS

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N00891Z	Counselor Hrly		\$2,000.00	\$2,476.20	0089-30100-00-1260-3110-0000-01000-0000	Title I Basic Program	[no data]		SEL proactive and reactive supports and interventions, attendance support and leadership, student council, PBIS -- extra funds to cover the counselor salary and benefits
N00897O	Counselor Hrly		\$1,846.00	\$2,285.54	0089-09800-00-1260-3110-0000-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		SEL proactive and reactive supports and interventions, attendance support and leadership, student council, PBIS -- extra funds to cover the counselor salary and benefits
N0089BA	Counselor Hrly		\$1,000.00	\$1,238.10	0089-30106-00-1260-3110-0000-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		SEL proactive and reactive supports and interventions, attendance support and leadership, student council, PBIS -- extra funds to cover the counselor salary and benefits

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

1. We are implementing restorative practices to eliminate suspensions.
2. We participate in partnerships with the following organizations:
 - No Place for Hate - Bullying prevention activities
 - Chavistas - Afterschool Leadership Club for gr. 3-5
 - After school programs - Tennis, Basketball SEL, VisMo origami, Guitars in the classroom (Ukulele)
 - Leadership opportunities for students - Peer mediators, Monday morning meetings & recordings, Lunch & recess monitors, Environmental club

LCAP 2 and 3: Access to Broad and Challenging Curriculum Accelerating Student Learning with High Expectations for All

Call to Action Belief Statements

ELA: 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.

Math: 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.

English Learners: 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.

Students with Disabilities: 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.

Graduation/Promotion Rate: 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. Cultivating Inclusive, Anti-Racism and Restorative Schools, Classrooms and District - with Equity at the Core and Support for the Whole Child
2. Access to Broad and Challenging Curriculum
3. Accelerating Student Learning With High Expectations for All
4. Quality Leadership, Teaching and Learning

Annual Review of This Goal: SPSA Reviewed 2021-22

***Analysis**

Describe the overall implementation of the 2021-22 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2021-22 articulated goal(s).

Implementation

- We received an additional FTE in 21-22, which we used to reduce combination classes, which especially positively impacted our class sizes at our K-2 grade levels, the critical grades for accelerating literacy for our foundational readers
- 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.
- According to the FAST in Spring 2022, 49% of 3rd-5th graders scored proficient or advanced.
 - Students with IEPs did not have any students meet or exceed on the Spring 2022 FAST, with some improvement from high risk to some risk demonstrating growth.

According to the CAASPP in Spring 2022, students demonstrated proficiency or advanced as follows:

- 3rd Grade: 65% ELA, 71% Math
- 4th Grade: 50% ELA, 49% Math
- 5th Grade: 39% ELA, 27% Math

I-Ready scores that 80-90% of students at all grade levels are *near* meets, meets, or exceeds according to the Reading & Math standards.

***Major Differences**

Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).

Implementation was successful, and there were no major differences to implementation. However, students with IEPs are not consistently not meeting or exceeding on standards / assessments in Reading and Math.

***Changes**

Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.

We will continue to utilize i-Ready for diagnostic assessments and personalized curriculum for TK-5. Ed Specialists and Paraprofessionals (PIF) for Special Education will provide push-in and pull-out supports to all classrooms with students with IEPs and personalized supports for students who need

Edison Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

more individualized activities and learning opportunities. We utilize various academic supplemental supports, such as Flocabulary to address a need to grow in vocabulary, which leads to comprehension. We will incorporate Raz-Kids & EPIC reading to promote independent reading at students' instructional reading level with high interest material. We will utilize Really Great Reading to support and be supplemental to the Benchmark core phonics. We will also purchase the Benchmark vocabulary, spelling, and grammar supplements to provide consistency and development in these areas in support of literacy growth. 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. Attached here is a sheet describing all of our Tier 1, 2, & 3 instruction and instructional interventions and supports.

<https://docs.google.com/document/d/12rWofjRw8F1CpDqjagjkm3zAEBTMxooARLIyvEXpDHg/edit?usp=sharing>

*Identified Need - English Language Arts

The following data served as the basis for our goals:

- According to the FAST aReading scores show that Spring 2022 scores for meets & exceeds at 49% overall for 3rd-5th graders.
 - Zero students with IEPs met or exceeded on FAST aReading.
 - 28% of ELs met or exceeded on FAST aReading.

According to the i-Ready EOY diagnostic, our areas of greatest need in literacy are vocabulary development & comprehension.

- Overall, students are demonstrating progress & growth through i-Ready.
- Students with IEPs & newcomer ELs continue to hover in the below & far below bands on i-Ready Reading.

According to the CAASPP ELA scores, 5th grade showed the lowest performance at 38% ELA.

- We will review the core curriculum in 5th grade for ELA & Math
- We purchased a supplemental comprehension tool, Achieve 3000
- We will form a Biliteracy team to meet bi-annually to address a strategic plan for determining instruction in English & Spanish
- We will continue to utilize the other personalized supports through i-Ready, differentiated groups, ELI-RT & Resource Teacher small groups

*Goal 2 - English Language Arts

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	5	meet or exceed standard	38%	65%	CAASPP ELA	annual
June 2023	4	meet or exceed standard	49%	75%	CAASPP ELA	annual
June 2023	3	meet or exceed standard	64%	75%	CAASPP ELA	annual
June 2023	K-2	at or above grade level on F&P	50%	75%	Fountas and Pinnel	3x/year
June 2023	5	be near, at, or above grade level on i-Ready	68%	90%	Other (Describe in Objective)	3x/year

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June 2023	4	be near, at, or above grade level on i-Ready	82%	95%	Other (Describe in Objective)	3x/year	
June 2023	3	be near, at, or above grade level on i-Ready	90%	95%	Other (Describe in Objective)	3x/year	
June 2023	K-2	be at or above grade level on i-Ready	K=56% 2=54%	1=46% 2=60%	K=65% 1=65%	Other (Describe in Objective)	3x/year

*Annual Measurable Outcomes (Closing the Equity Gap) English Language Arts

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-2	Students with Disabilities	make 1 year growth in reading	20%	50%	Fountas and Pinnel	3x/year
June 2023	K-2	English Learner	make 1 year growth in reading	65%	100%	Fountas and Pinnel	3x/year
June 2023	3-5	Students with Disabilities	meet or exceed on reading assessment at grade level	0%	20%	FAST aReading	3x/year
June 2023	3-5	English Learner	meet or exceed on reading assessment at grade level	28%	50%	FAST aReading	3x/year
June 2023	3-5	Students with Disabilities	show 1 year growth on reading assessment (fall to spring) i-Ready reading	50%	75%	Other (Describe in Objective)	3x/year

*Identified Need - Math

The following data served as the basis for our goals:

- According to the DEMI (3rd-5th), our greatest area of need between knowledge, application, and communicating student thinking is the 3rd of those (communicating thinking), so we have aligned our school priorities to indicate communicating thinking as a top priority (through writing & speaking).
- According to i-Ready Math (K-5th), our data was a bit incomplete due to testing timelines for i-Ready, but we were able to discern that students were making progress in math through their personalized lessons. We created a data chart showing beginning of year to end of year growth for all students, and it was provided to teachers. Over 90% of students were at near meets, meets, and exceeds on the math i-Ready diagnostics. We will continue to use

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EnVision math books for all grades except Kinder (TpT standards aligned units with ample practice) & 3rd grade (Engage NY) and the SDUSD enhanced math unit resources. Engage NY showed the most overall student growth and achievement, so other grade levels are considering the efficacy of those curriculum materials.

*Goal 3 - Mathematics

By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3-5	meet or exceed standard for communicating math thinking (Communication)	52%	75%	DEMI	Annual
June 2023	K-2	perform at grade level or above on i-Ready Math	62%	85%	Other (Describe in Objective)	3x/year
June 2023	3	perform at grade level or above on i-Ready Math	81%	90%	Other (Describe in Objective)	3x/year
June 2023	4	perform at grade level or above on i-Ready Math	51%	90%	Other (Describe in Objective)	3x/year
June 2023	5	perform at grade level or above on i-Ready Math	56%	65%	Other (Describe in Objective)	3x/year

*Annual Measurable Outcomes (Closing the Equity Gap) - Math

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	Evidence of proficiency or strength on DEMI	21% Knowledge, 14% Application, 14% Communication	33% Overall K-A-C	DEMI	3x/year
June 2023	K-5	Students with Disabilities	Near, meet, or exceed standards on i-Ready Math	25%	50%	Other (Describe in Objective)	3x/year
June 2023	K-5	English Learner	Near, meet, or exceed standards on i-Ready Math	60%	80%	Other (Describe in Objective)	3x/year

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June 2023	K-5	English Learner	Make over 1 year growth on i-Ready Math (Newcomers = <2 years in US)	0%	100%	Other (Describe in Objective)	3x/year
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*Identified Need - English Learners

ELPAC Data from 2021-2022 reflects the following:

172 students were identified as EL (learning English as an additional language) and were assessed on the ELPAC. The breakdown was as follows:

- 32 well-developed (Level 4)
- 74 moderately-developed (Level 3)
- 45 somewhat-developed (Level 2)
- 21 minimally-developed (Level 1)

There are 17 students dually identified as EL & IEP, so they will be considered for an alternative reclassification depending on various characteristics and growth.

32 are eligible for reclassification in Fall 2022, and with the expectation that 74 will move from Level 3 to Level 4, they should be eligible for reclassification in Spring 2022.

136 students grew at least one ELPAC Level from 2020-2021 to 2021-2022, while 37 students remained at the same ELPAC Level from 2020-2021 to 2021-2022.

*Goal 4 - English Learners

By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	Make 1 year growth on overall ELPAC score	79%	90%	Summative ELPAC	annual
June 2023	K-5	English Learner	Reclassify 30% of EL students	18% eligible	30% eligible	Reclassification Rates	annual
June 2023	K-5	English Learner	Reclassify dual identified EL/IEP students (17 total students dual identified)	0%	20%	Reclassification Rates	annual

*Identified Need - Graduation/Promotion Rate

Our students with IEPs & students learning English as an additional language show the greatest areas of need for demonstrating growth toward grade level standards. Our students with IEPs are evidently correctly identified in their struggle with reading, writing, and math; however, the appropriate supports for them to grow exponentially will be examined.

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*Goal 5- Graduation/Promotion Rate						
By Date	Grade	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	3	will meet or exceed standard in ELA & Math	64% (ELA), 70% (Math)	72% (ELA) & 78% (Math)	CAASPP ELA	Annual
June 2023	5	will meet or exceed standard on ELA & Math	49% (ELA) & 48% (Math)	70% (ELA) & 75% (Math)	CAASPP ELA	Annual
June 2023	4	will meet or exceed standard in ELA & Math	38% (ELA) & 26% (Math)	60% (ELA) & 60% (Math)	CAASPP ELA	Annual

*Annual Measurable Outcomes (Closing the Equity Gap) - Graduation/Promotion Rate							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency
June 2023	K-5	English Learner	will meet or exceed in ELA & Math	28%	50%	CAASPP ELA	annual
June 2023	K-5	Students with Disabilities	will meet or exceed in ELA & Math	0%	20%	CAASPP ELA	annual

Optional School Goal(s)							
By Date	Grade	Student Group	Objective	Baseline Percentage	Target Percentage	Measure of Success	Frequency

Professional Learning Communities

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

All students

***Strategy/Activity - Description**

GRADE LEVEL COLLABORATIONS/PLC

Teachers will have 2 built-in PLC meetings per month to 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. There are minimum days once per month on Thursdays specially dedicated to PLC time. The other PLC meeting will take place on Wednesdays during minimum days. Teachers will be given extra time to flexibly plan and collaborate together at a time and day of their choosing according to their grade level needs at a maximum 1 hour per teacher per month paid. Monthly PD will be site-based and address our unique needs for improving student

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performance. Teachers will rely on each other's expertise in strategies for developing vocabulary, improving comprehension, improving reading fluency & phonics skills, and high frequency words. They will dive deeper into a more full writing curriculum that aligns to standards. Our Ed Specialists will participate in general PLCs with their grade level teachers. They will be afforded additional time in the month to collaborate together and obtain training.

We will have support from the ELI-RT and Resource Teacher to provide targeted support for our dELD and iELD instruction.

*Proposed Expenditures for this Strategy/Activity

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00897I	Classroom Teacher Hrly		\$3,000.00	\$3,714.30	0089-30106-00-1157-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Teacher PLC planning time above and beyond their monthly meeting time, goal prioritization and strategizing
N0089BI	Classroom Teacher Hrly		\$3,200.00	\$3,961.92	0089-30100-00-1157-1000-1110-01000-0000	Title I Basic Program	[no data]		Teacher PLC planning time above and beyond their monthly meeting time, goal prioritization and strategizing

*Additional Supports for this Strategy/Activity

The core curriculum that has embedded supports for EL and students with IEPs. Teachers also pull from various open source resources as they know their students' needs, which may be through Teachers Pay Teachers and other free online resources. Our students with IEPs receive support from the Education Specialists, who are not funded through Title 1 or LCFF.

Instructional Supports

*Students to be served by this Strategy/Activity

All Students

*Strategy/Activity - Description

ONLINE LANGUAGE ARTS & MATH PROGRAMS

We are purchasing licenses i-Ready, Achieve 3000 (5th grade), Flocabulary, Starfall, Raz Kids, Really Great Reading, Benchmark supplements for grammar, vocab & spelng, and Learning without Tears. These are all online language arts programs that provide opportunities for students to practice their reading skills at their particular instructional level and to develop vocabulary & comprehension. i-Ready also has an assessment component which helps teachers to monitor growth three times per year along with personalized lessons. The district will continue to fund ST Math and the DEMI assessment.

*Proposed Expenditures for this Strategy/Activity

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ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00892I	License And Fees		\$14,100.00	\$14,100.00	0089-30106-00-5842-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		Accelerate EL, low income reading & math
N00897W	License And Fees		\$12,125.00	\$12,125.00	0089-09800-00-5842-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Accelerate EL, low income reading & math

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

Prime Time continues to be available to students for tutoring and enrichment after school.

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 resources for checking out books, accessing e-books, connecting students to high-interest reading lists, and more. Given the increasing use of technology, the library assistant will also check out 1:1 devices to students and provide simple on-site chromebook help (chargers, device exchange). Having a part-time library assistant enables the library to remain open for students to check out books three days per week, each teacher with a dedicated time.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00891L	Library Asst -	0.24250	\$7,305.80	\$10,027.79	0089-09800-00-2231-2420-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Support reading instruction and inspiration

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

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

PrimeTime will have a tutoring hour each day as part of their program. They will also offer enrichment activities to stimulate critical thinking, creativity, and love of 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 (LCFF) for the Benchmark language arts program, tools and utencils to promote effective inclusive practices, positive social emotional growth during their academic journey, and supplies that supplement the curriculum and allow them to thrive through improved reading (high interest, leveled reading books). The purpose of the supplies is to ensure all students have engaging, useful, and productive tools to be successful, and these should support access and inclusion of all students, particularly our students learning English & with IEPs.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N008911	Interprogram Svcs/Paper		\$250.00	\$250.00	0089-09800-00-5733-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		printing
N00895X	Supplies		\$5,641.00	\$5,641.00	0089-30106-00-4301-1000-1110-01000-0000	Title I Supplmnt Prog Imprvmnt	[no data]		for UDL, differentiation, language learning, access & equity
N0089BK	Supplies		\$2,732.00	\$2,732.00	0089-30100-00-4301-1000-1110-01000-0000	Title I Basic Program	[no data]		for UDL, differentiation, language learning, access & equity

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

ELPAC Testing

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

English Learners

***Strategy/Activity - Description**

ELPAC CLASSIFIED ASSISTANCE

We will hire the additional support from a Classified employee who will be trained in ELPAC and 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.

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*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
*Additional Supports for this Strategy/Activity									
Co-Planning									
*Students to be served by this Strategy/Activity									
All students with IEPs									
*Strategy/Activity - Description									
<u>CO-PLANNING BETWEEN ED SPECIALISTS AND PARAPROFESSIONALS AND CLASSROOM TEACHERS</u>									
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. The Ed Specialists will also participate in PLCs to offer insight into instructional strategies or differentiation while learning about the pacing & expectations of the general environment. The Ed Specialists will generate schedules that result in appropriate service minutes.									
*Proposed Expenditures for this Strategy/Activity									
ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0089BJ	Other Support Prsnl PARAS Hrly		\$1,027.00	\$1,407.11	0089-09800-00- 2281-3160-1110- 01000-3104	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		para support for students and organizing materials
*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. Students with IEPs have access to everything on the school campus that students without IEPs have access to. Additionally, see Tutoring funds (listed under English Learners) that is also available to Students with IEPs.									

Professional Development

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

Black Youth

***Strategy/Activity - Description**

PROFESSIONAL DEVELOPMENT -- LITERACY

Site-based PD to support academic achievement, and the redesign of our ILT to become our Achievement Steering Committee.

PROFESSIONAL DEVELOPMENT -- ANTI-RACISM

Edison staff will engage in some anti-racism, implicit bias, and abolitionist teaching ideologies through the transmission of resources, best practices, and theoretical ideas.

PROFESSIONAL DEVELOPMENT -- 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.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale

***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.

Small Group Interventions

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

All students

***Strategy/Activity - Description**

RESOURCE TEACHER

Because Edison has over 58% of students learning English as an additional language, a Resource Teacher is being funded to work with small intervention groups that target English Learners (newcomers and at-risk LTELs) and struggling readers. Resource Teacher will work in cooperation with ELI-Resource Teacher to provide targeted small group instruction for struggling readers and students learning English in K-5th grade. Resource teacher will connect and communicate with EL parents through the ELAC, will provide push-in and pull-out support to students learning English, and will support alongside the PLCs. Resource Teacher will also participate on various committees to contribute to the professional learning of the school, such as the School Site Council, Achievement Steering Committee (formerly ILT), Lighthouse Team for Leader In Me, and more. Resource Teacher will provide

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professional learning on site for dELD, iELD, and ELPAC preparation. She will coordinate the ELPAC testing to ensure timely reclassification and obtain accurate reading, writing, speaking, and listening levels.

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
F00891M	Inschool Resource Tchr -	0.20000	\$19,783.20	\$28,498.15	0089-09800-00-1109-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Low-Income		Supporting literacy and language interventions, small groups, assessment, data, ELAC, and compliance
F00891N	Inschool Resource Tchr -	0.80000	\$79,132.80	\$113,992.58	0089-30100-00-1109-1000-1110-01000-0000	Title I Basic Program	[no data]		Supporting literacy and language interventions, small groups, assessment, data, ELAC, and compliance
N0089I	PullOut/Push in Hrly		\$7,025.00	\$8,697.66	0089-30100-00-1159-1000-1110-01000-0000	Title I Basic Program	[no data]		Supporting literacy and language interventions, small groups, assessment, data, ELAC, and compliance -- to cover the cost of overages in salary and benefits
N00899E	PullOut/Push in Hrly		\$1,757.00	\$2,175.35	0089-09800-00-1159-1000-1110-01000-0000	LCFF Intervention Support	English Learners, Foster Youth, Low-Income		Supporting literacy and language interventions, small groups, assessment, data, ELAC, and compliance -- to cover the cost of overages in salary and benefits

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

Empty space for additional supports									
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LCAP 5: Family and Community Engagement with Highly Regarded Neighborhood Schools

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 2021-22

***Analysis**

Describe the overall implementation of the 2020-21 strategies/activities and the overall effectiveness of the strategies/activities to achieve the 2020-21 articulated goal(s).

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 provided the Parent-School Compact & Family Engagement Policy to all parents via Class Dojo. We frequently communicate with families via Class Dojo & School Messenger. We updated our website, use social media, and respond to parent messages and calls within 24 hours. We will offer parent workshops during Family Fridays. We solicited parent feedback, and parents are very pleased with our curriculum & programs at Edison. 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. 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

According to the Cal-SCHLs parent survey in 2021-2022, parents responded favorably to nearly every prompt, with exceptional strengths in ("strongly agree" or "agree"):

- Responsiveness from staff (office clerical, principal, teachers, counselor) & feeling welcome and respected
- High expectations & promoting academic success at school
- Providing high quality instruction to students
- Caring teachers who respect students
- Safe place for all students to learn (COVID & otherwise)

We would like to move more parents into the "strongly agree" category for all prompts.

*Major Differences					
Briefly describe any major differences between the 2021-22 intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal(s).					
<p>In 2021-2022, parents had limited access to campus due to COVID precautions, but we will be able to have parents in on case-by-case basis and for meetings, field trips, other volunteering opportunities, and promotion ceremony. We have consistent participation in our SSC, ELAC, and Back-to-School Night. We have elected officers for SSC & ELAC.</p>					
*Changes					
Describe any changes that will be made to the 2022-23 goal(s), the annual outcomes, metrics, or strategies/activities to achieve this goal(s) as a result of this analysis.					
<p>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, academic data progress monitoring sheets, i-Ready growth certificates, and an ELPAC parent workshop. We provided the Parent-School Compact & Family Engagement Policy to all parents via Class Dojo. We frequently communicate with families via Class Dojo & School Messenger. We updated our website, use social media, and respond to parent messages and calls within 24 hours. We will offer parent workshops during Family Fridays. We solicited parent feedback, and parents are very pleased with our curriculum & programs at Edison.</p>					
*Identified Need					
<p>According to the Cal-SCHLS parent surveys, SSC & ELAC participation, and other anecdotal parent feedback, our greatest areas of need are:</p> <ul style="list-style-type: none"> - 55% responded "very well" that they understand why their children are placed in certain classes or groups -- need to increase this percentage - 57% responded "very well" that they are provided information on how to help their children with homework -- need to increase this percentage - 86% responded "strongly agree" or "agree" that the school provides instructional materials that reflect their culture, ethnicity, and identity -- need to increase to 100% - 56% responded that there is at least "some" to a "large" problem with bullying or harassment at school -- need to increase bullying prevention & intervention 					
*Goal 6- Family Engagement					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2023	SSC	SSC parent participation at each meeting (at least 2 parents)	60%	100%	Other - Describe in objective
June 2023	ELAC	ELAC parent participation at each meeting (at least 5 parents)	50%	100%	Other - Describe in objective

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June 2023	Volunteers	Increase volunteer participation to 11% of parents (40 parents)	8%	11%	Other - Describe in objective
*Annual Measurable Outcomes					
By Date	Participants	Objective	Baseline Percentage	Target Percentage	Measure of Success
June 2022	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					
<u>CAPACITY BUILDING THROUGH PARENT WORKSHOPS</u>					
<p>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:</p> <ul style="list-style-type: none"> - The school will seek out opportunities for parent workshops through the district and community. - The school will provide data monitoring & explain reading levels and expected growth and progress regularly. - 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: <ul style="list-style-type: none"> - Title 1 Presentation - School Habits for Success - Schoolwide Academic Performance - Safety Plan - Counseling, Mental Health, and Wellness - Tools & Technology - Attendance & Academic Data Review - Partnerships (Finances, Hoover Cluster, Community Agencies, San Diego City) 					

Edison Elementary SCHOOL PLAN FOR STUDENT ACHIEVEMENT

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N00892	Supplies		\$1,500.00	\$1,500.00	0089-30103-00-4301-2495-0000-01000-0000	Title I Parent Involvement	[no data]		parent events such as published brochures, books to promote literacy at home.
N0089X	Interprogram Svcs/Duplicating		\$1,000.00	\$1,000.00	0089-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	[no data]		parent invitations and publications

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

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 (Arabic, Farsi, Vietnamese, Hmong, Portuguese, 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 -- Daily & Weekly
- Home School Connection newsletter

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

ID	Proposed Expenditures	FTE	Estimated Salary/Non Salary Cost	Total Estimated Salary With Benefits/Non Salary cost	Funding Source Budget Code	Funding Source	LCFF Student Group	Reference	Rationale
N0089BL	Interprogram Svcs/Duplicating		\$125.00	\$125.00	0089-30103-00-5721-2495-0000-01000-0000	Title I Parent Involvement	[no data]		parent printing & mailings

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

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

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 Elementary Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application (30100, 30103)	\$ 160,654
Total Federal Funds Provided to the School from the LEA for CSI (31820)	\$ 0
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA (09800, 30100, 30103, 30106, 31820)	\$ 294,453

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)	\$ 63,946
[List federal program here]	[\$[Enter amount here]]
[List federal program here]	[\$[Enter amount here]]

Subtotal of additional federal funds included for this school (30106): \$ 63,946

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)	\$ 69,853
[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): \$ 69,853

Total of federal, state, and/or local funds for this school (09800, 30100, 30103, 30106, 31820): \$ 294,453

School	Resource Description	Job Code Title	Account Description2	Account Description	Projected (Budget) Dollar Amount	FTE	Budgeted Amount
Edison Elementary	09800 LCFF Intervention Support	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	19,783.20	0.2	\$19,783.20
Edison Elementary			3000 Benefits			0	\$8,714.95
Edison Elementary		Inschool Resource Tchr Total				0.2	\$28,498.15
Edison Elementary		Library Asst	2231 Other Support Prsnl PARAS	Other Support Prsnl PARAS	7,305.80	0.2425	\$7,305.80
Edison Elementary			3000 Benefits			0	\$2,721.99
Edison Elementary		Library Asst Total				0.2425	\$10,027.79
Edison Elementary		School Counselor	1210 Counselor	Counselor	8,954.30	0.1	\$8,954.30
Edison Elementary			3000 Benefits			0	\$4,129.83
Edison Elementary		School Counselor Total				0.1	\$13,084.13
Edison Elementary		(blank)	1159 PullOut/Push in Hrly	PullOut/Push in Hrly	1,757.00	0	\$1,757.00
Edison Elementary			1260 Counselor Hrly	Counselor Hrly	1,846.00	0	\$1,846.00
Edison Elementary			2281 Other Support Prsnl PARAS Hrly	Other Support Prsnl PARAS Hrly	1,027.00	0	\$1,027.00
Edison Elementary			3000 Benefits			0	\$1,238.00
Edison Elementary			5733 Interprogram Svcs/Paper	Interprogram Svcs/Paper	250	0	\$250.00
Edison Elementary			5842 License And Fees	License And Fees	12,125.00	0	\$12,125.00
Edison Elementary		(blank) Total				0	\$18,243.00
Edison Elementary	09800 LCFF Intervention Support Total					0.5425	\$69,853.07
Edison Elementary	30100 Title I Basic Program	Inschool Resource Tchr	1109 Pull/Out Push In	Pull/Out Push In	79,132.80	0.8	\$79,132.80
Edison Elementary			3000 Benefits			0	\$34,859.78
Edison Elementary		Inschool Resource Tchr Total				0.8	\$113,992.58
Edison Elementary		School Counselor	1210 Counselor	Counselor	17,908.60	0.2	\$17,908.60
Edison Elementary			3000 Benefits			0	\$8,259.65
Edison Elementary		School Counselor Total				0.2	\$26,168.25
Edison Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	3,200.00	0	\$3,200.00
Edison Elementary			1159 PullOut/Push in Hrly	PullOut/Push in Hrly	7,025.00	0	\$7,025.00
Edison Elementary			1260 Counselor Hrly	Counselor Hrly	2,000.00	0	\$2,000.00
Edison Elementary			3000 Benefits			0	\$2,910.78
Edison Elementary			4301 Supplies	Supplies	2,732.00	0	\$2,732.00
Edison Elementary		(blank) Total				0	\$17,867.78
Edison Elementary	30100 Title I Basic Program Total					1	\$158,028.61
Edison Elementary	30103 Title I Parent Involvement	(blank)	4301 Supplies	Supplies	1,500.00	0	\$1,500.00
Edison Elementary			5721 Interprogram Svcs/Duplicating	Interprogram Svcs/Duplicating	1,125.00	0	\$1,125.00
Edison Elementary		(blank) Total				0	\$2,625.00
Edison Elementary	30103 Title I Parent Involvement Total					0	\$2,625.00
Edison Elementary	30106 Title I Supplmnt Prog Imprvmnt	School Counselor	1210 Counselor	Counselor	26,862.90	0.3	\$26,862.90
Edison Elementary			3000 Benefits			0	\$12,389.48
Edison Elementary		School Counselor Total				0.3	\$39,252.38
Edison Elementary		(blank)	1157 Classroom Teacher Hrly	Classroom Teacher Hrly	3,000.00	0	\$3,000.00
Edison Elementary			1260 Counselor Hrly	Counselor Hrly	1,000.00	0	\$1,000.00
Edison Elementary			3000 Benefits			0	\$952.40
Edison Elementary			4301 Supplies	Supplies	5,641.00	0	\$5,641.00
Edison Elementary			5842 License And Fees	License And Fees	14,100.00	0	\$14,100.00
Edison Elementary		(blank) Total				0	\$24,693.40
Edison Elementary	30106 Title I Supplmnt Prog Imprvmnt Total					0.3	\$63,945.78

APPENDIX B

PARENT & FAMILY ENGAGEMENT POLICY



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

Edison Elementary
TITLE I PARENT & FAMILY ENGAGEMENT POLICY 2022-2023

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

Edison 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 practical, 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.

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 reviews and approves the parent engagement policy. Other committees include the Hoover Cluster Group, SDUSD PTSA, Parents and Partners, SSC, and ELAC.

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]).

Type examples or add bullets here.

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]).

Staff regularly communicate with families, and they provide 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 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]).

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.

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 addressed expediently.

This policy was adopted by Edison on September 13, 2022 and will be in effect for the period of 2022-2023.

The school will distribute the policy to all parents of students participating in the Title I, Part A program on, or before: September 13, 2022.

Dr. Jamie Lee, Principal

Signature of authorized official here

September 13, 2022

APPENDIX C

SCHOOL PARENT COMPACT



San Diego Unified School District
Financial Planning and Development
Strategic Planning for Student Achievement Department

EDISON ELEMENTARY

TITLE I SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2022-2023.

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 is 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 provide 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 reviews and

approves the parent engagement policy. Other committees include the Hoover Cluster Group, SDUSD PTSA, Parents and Partners, SSC, and ELAC.

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 reviews and approves the parent engagement policy. Other committees include the Hoover Cluster Group, SDUSD PTSA, Parents and Partners, SSC, and ELAC.

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 reviews and approves the parent engagement policy. Other committees include the Hoover Cluster Group, SDUSD PTSA, Parents and Partners, SSC, and ELAC.

This Compact was adopted by Edison Elementary SSC on 9/13/2022, and will be in effect for the period of 2022-2023 school year.

The school will distribute the Compact to all parents and family members of students participating on, or before: 9/27/2022.

Dr. Jamie Lee, Principal

Signature of authorized Official here

September 13, 2022

APPENDIX D

DATA REPORTS

Data Reports: Attached Data comes from https://itd.sandiegounified.org/it_resources/research_and_evaluation/my_school :ELA/Math Multi-year Demographic Summary. Additional data for schools can be found in:

- Illuminate
- California Dashboard

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	270	51.5	256	53.5	241	58.5	214	61.2	150	50.0	-1.5	-11.2	275	36.7	259	43.6	245	53.1	221	55.7	151	49.0	12.3	-6.7
Female	130	53.8	131	59.5	116	62.1	106	67.9	75	48.0	-5.8	-19.9	134	38.1	134	44.8	120	51.7	108	57.4	75	50.7	12.6	-6.7
Male	140	49.3	125	47.2	125	55.2	108	54.6	75	52.0	2.7	-2.6	141	35.5	125	42.4	125	54.4	113	54.0	76	47.4	11.9	-6.6
African American	15	46.7	16	50.0	14	57.1	15	73.3	8	-	-	-	15	33.3	16	31.3	14	42.9	15	60.0	8	-	-	-
Asian	2	-	1	-	3	-	9	-	7	-	-	-	2	-	1	-	3	-	10	70.0	7	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	234	50.9	223	53.4	209	57.9	186	59.7	127	48.0	-2.9	-11.7	238	36.1	226	44.7	213	52.1	192	54.2	128	46.1	10.0	-8.1
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	1	-	1	-	1	-	0	-	0	-	-	-	1	-	1	-	1	-	0	-	0	-	-	-
White	2	-	5	-	3	-	3	-	3	-	-	-	2	-	5	-	3	-	3	-	3	-	-	-
Multiracial	7	-	4	-	2	-	1	-	4	-	-	-	7	-	4	-	2	-	1	-	4	-	-	-
English Learner	127	24.4	102	22.5	100	36.0	79	29.1	75	33.3	8.9	4.2	132	17.4	105	22.9	104	35.6	86	29.1	76	31.6	14.2	2.5
English-Speaking	143	75.5	154	74.0	141	74.5	135	80.0	75	66.7	-8.8	-13.3	143	54.5	154	57.8	141	66.0	135	72.6	75	66.7	12.2	-5.9
Reclassified†	92	88.0	98	81.6	87	81.6	89	88.8	34	67.6	-20.4	-21.2	92	67.4	98	69.4	87	72.4	89	82.0	34	73.5	6.1	-8.5
Initially Eng. Speaking	51	52.9	56	60.7	54	63.0	46	63.0	41	65.9	13.0	2.9	51	31.4	56	37.5	54	55.6	46	54.3	41	61.0	29.6	6.7
Econ. Disadv.*	264	51.1	248	52.8	234	57.7	208	60.6	140	50.0	-1.1	-10.6	268	37.3	251	42.6	238	51.7	214	54.7	141	47.5	10.2	-7.2
Non-Econ. Disadv.	6	-	8	-	7	-	6	-	10	50.0	-	-	7	-	8	-	7	-	7	-	10	70.0	-	-
Gifted	50	76.0	34	76.5	18	88.9	13	69.2	1	-	-	-	50	66.0	34	67.6	18	88.9	13	61.5	1	-	-	-
Not Gifted	220	45.9	222	50.0	223	56.1	201	60.7	149	49.7	3.8	-11.0	225	30.2	225	40.0	227	50.2	208	55.3	150	48.7	18.5	-6.6
With Disabilities	38	7.9	41	7.3	38	15.8	39	12.8	16	6.3	-1.6	-6.5	38	7.9	41	12.2	38	18.4	40	12.5	16	12.5	4.6	0.0
WO Disabilities	232	58.6	215	62.3	203	66.5	175	72.0	134	55.2	-3.4	-16.8	237	41.4	218	49.5	207	59.4	181	65.2	135	53.3	11.9	-11.9
Homeless	11	45.5	10	50.0	11	72.7	28	42.9	30	43.3	-2.2	0.4	13	15.4	12	41.7	13	61.5	31	45.2	16	56.3	40.9	11.1
Foster	2	-	1	-	0	-	0	-	2	-	-	-	2	-	1	-	0	-	0	-	0	-	-	-
Military	2	-	2	-	3	-	3	-	1	-	-	-	2	-	2	-	3	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	93	48.4	71	53.5	84	60.7	0	-	48	64.6	16.2	-	95	41.1	72	54.2	84	64.3	69	72.5	48	70.8	29.7	-1.7
Female	40	45.0	36	63.9	45	60.0	0	-	21	61.9	16.9	-	41	36.6	37	59.5	45	64.4	31	71.0	21	81.0	44.4	10.0
Male	53	50.9	35	42.9	39	61.5	0	-	27	66.7	15.8	-	54	44.4	35	48.6	39	64.1	38	73.7	27	63.0	18.6	-10.7
African American	5	-	3	-	6	-	0	-	2	-	-	-	5	-	3	-	6	-	4	-	2	-	-	-
Asian	0	-	0	-	1	-	0	-	2	-	-	-	0	-	0	-	1	-	2	-	2	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	82	48.8	65	56.9	73	58.9	0	-	42	61.9	13.1	-	83	41.0	66	56.1	73	65.8	60	70.0	42	69.0	28.0	-1.0
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
White	1	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	0	-	2	-	1	-	-	-
Multiracial	1	-	0	-	1	-	0	-	1	-	-	-	1	-	0	-	1	-	1	-	1	-	-	-
English Learner	60	33.3	40	40.0	43	53.5	0	-	26	46.2	12.9	-	62	27.4	41	43.9	43	55.8	26	42.3	26	57.7	30.3	15.4
English-Speaking	33	75.8	31	71.0	41	68.3	0	-	22	86.4	10.6	-	33	66.7	31	67.7	41	73.2	43	90.7	22	86.4	19.7	-4.3
Reclassified†	16	87.5	13	100.0	21	85.7	0	-	7	-	-	-	16	93.8	13	100.0	21	90.5	32	93.8	7	-	-	-
Initially Eng. Speaking	17	64.7	18	50.0	20	50.0	0	-	15	86.7	22.0	-	17	41.2	18	44.4	20	55.0	11	81.8	15	80.0	38.8	-1.8
Econ. Disadv.*	91	48.4	68	52.9	83	60.2	0	-	45	62.2	13.8	-	93	40.9	69	53.6	83	63.9	68	72.1	45	68.9	28.0	-3.2
Non-Econ. Disadv.	2	-	3	-	1	-	0	-	3	-	-	-	2	-	3	-	1	-	1	-	3	-	-	-
Gifted	12	83.3	5	-	2	-	0	-	1	-	-	-	12	100.0	5	-	2	-	5	-	1	-	-	-
Not Gifted	81	43.2	66	51.5	82	61.0	0	-	48	64.6	21.4	-	83	32.5	67	52.2	82	63.4	64	70.3	48	70.8	38.3	0.5
With Disabilities	9	-	15	6.7	13	23.1	0	-	5	-	-	-	9	-	15	13.3	13	30.8	15	26.7	5	-	-	-
WO Disabilities	84	52.4	56	66.1	71	67.6	0	-	43	69.8	17.4	-	86	44.2	57	64.9	71	70.4	54	85.2	43	74.4	30.2	-10.8
Homeless	2	-	3	-	5	-	0	-	10	50.0	-	-	3	-	4	-	5	-	14	57.1	7	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	0	-	2	-	0	-	0	-	-	-	1	-	0	-	2	-	0	-	0	-	-	-

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



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	98	51.0	90	50.0	67	55.2	0	-	51	47.1	-3.9	-	99	34.3	91	41.8	69	47.8	79	58.2	52	50.0	15.7	-8.2
Female	60	50.0	40	55.0	33	60.6	0	-	26	46.2	-3.8	-	61	36.1	41	39.0	35	48.6	41	63.4	26	46.2	10.1	-17.2
Male	38	52.6	50	46.0	34	50.0	0	-	25	48.0	-4.6	-	38	31.6	50	44.0	34	47.1	38	52.6	26	53.8	22.2	1.2
African American	8	-	5	-	4	-	0	-	3	-	-	-	8	-	5	-	4	-	5	-	3	-	-	-
Asian	1	-	0	-	0	-	0	-	4	-	-	-	1	-	0	-	0	-	5	-	4	-	-	-
Filipino	0	-	0	-	0	-	0	-	1	-	-	-	0	-	0	-	0	-	0	-	1	-	-	-
Hispanic	83	49.4	79	50.6	59	55.9	0	-	40	40.0	-9.4	-	84	34.5	80	42.5	61	47.5	69	58.0	41	43.9	9.4	-14.1
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	-	2	-	1	-	0	-	1	-	-	-	1	-	2	-	1	-	0	-	1	-	-	-
Multiracial	3	-	1	-	0	-	0	-	2	-	-	-	3	-	1	-	0	-	0	-	2	-	-	-
English Learner	45	20.0	35	11.4	28	35.7	0	-	30	30.0	10.0	-	46	13.0	36	11.1	30	26.7	37	32.4	31	29.0	16.0	-3.4
English-Speaking	53	77.4	55	74.5	39	69.2	0	-	21	71.4	-6.0	-	53	52.8	55	61.8	39	64.1	42	81.0	21	81.0	28.2	0.0
Reclassified†	33	97.0	38	78.9	19	78.9	0	-	9	-	-	-	33	69.7	38	73.7	19	78.9	29	86.2	9	-	-	-
Initially Eng. Speaking	20	45.0	17	64.7	20	60.0	0	-	12	58.3	13.3	-	20	25.0	17	35.3	20	50.0	13	69.2	12	66.7	41.7	-2.5
Econ. Disadv.*	98	51.0	88	50.0	63	54.0	0	-	46	47.8	-3.2	-	99	34.3	89	41.6	65	44.6	77	58.4	47	48.9	14.6	-9.5
Non-Econ. Disadv.	6	-	2	-	4	-	0	-	5	-	-	-	0	-	2	-	4	-	2	-	5	-	-	-
Gifted	17	70.6	11	90.9	5	-	0	-	1	-	-	-	17	47.1	11	90.9	5	-	2	-	1	-	-	-
Not Gifted	81	46.9	79	44.3	62	51.6	0	-	51	47.1	0.2	-	82	31.7	80	35.0	64	45.3	77	58.4	52	50.0	18.3	-8.4
With Disabilities	17	5.9	9	-	13	7.7	0	-	5	-	-	-	17	5.9	9	-	13	7.7	12	8.3	5	-	-	-
WO Disabilities	81	60.5	81	55.6	54	66.7	0	-	46	52.2	-8.3	-	82	40.2	82	43.9	56	57.1	67	67.2	47	55.3	15.1	-11.9
Homeless	7	-	1	-	2	-	0	-	10	50.0	-	-	7	-	2	-	3	-	11	36.4	4	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	1	-	1	-	0	-	0	-	1	-	-	-	1	-	1	-	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.



2016-2022 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	
	2016		2017		2018		2019		2022		2016	2019	2016		2017		2018		2019		2022		2016	2019
	N	%	N	%	N	%	N	%	N	%	%	%	N	%	N	%	N	%	N	%	N	%	%	%
Total	79	55.7	95	56.8	90	58.9	0	-	51	39.2	-16.5	-	81	34.6	96	37.5	92	46.7	73	37.0	51	27.5	-7.1	-9.5
Female	30	73.3	55	60.0	38	65.8	0	-	28	39.3	-34.0	-	32	43.8	56	39.3	40	40.0	36	38.9	28	32.1	-11.7	-6.8
Male	49	44.9	40	52.5	52	53.8	0	-	23	39.1	-5.8	-	49	28.6	40	35.0	52	51.9	37	35.1	23	21.7	-6.9	-13.4
African American	2	-	8	-	4	-	0	-	3	-	-	-	2	-	8	-	4	-	6	-	3	-	-	-
Asian	1	-	1	-	2	-	0	-	1	-	-	-	1	-	1	-	2	-	3	-	1	-	-	-
Filipino	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Hispanic	69	55.1	79	53.2	77	58.4	0	-	45	42.2	-12.9	-	71	32.4	80	37.5	79	43.0	63	34.9	45	26.7	-5.7	-8.2
Native American	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Pacific Islander	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	0	-	0	-	-	-
White	0	-	2	-	2	-	0	-	1	-	-	-	0	-	2	-	2	-	1	-	1	-	-	-
Multiracial	3	-	3	-	1	-	0	-	1	-	-	-	3	-	3	-	1	-	0	-	1	-	-	-
English Learner	22	9.1	27	11.1	29	10.3	0	-	19	21.1	12.0	-	24	0.0	28	7.1	31	16.1	23	8.7	19	0.0	0.0	-8.7
English-Speaking	57	73.7	68	75.0	61	82.0	0	-	32	50.0	-23.7	-	57	49.1	68	50.0	61	62.3	50	50.0	32	43.8	-5.3	-6.2
Reclassified†	43	81.4	47	78.7	47	80.9	0	-	18	50.0	-31.4	-	43	55.8	47	57.4	47	61.7	28	64.3	18	50.0	-5.8	-14.3
Initially Eng. Speaking	14	50.0	21	66.7	14	85.7	0	-	14	50.0	0.0	-	14	28.6	21	33.3	14	64.3	22	31.8	14	35.7	7.1	3.9
Econ. Disadv.*	75	54.7	92	55.4	88	58.0	0	-	49	40.8	-13.9	-	76	36.8	93	35.5	90	45.6	69	33.3	49	26.5	-10.3	-6.8
Non-Econ. Disadv.	4	-	3	-	2	-	0	-	2	-	-	-	5	-	3	-	2	-	4	-	2	-	-	-
Gifted	21	76.2	18	66.7	11	90.9	0	-	1	-	-	-	21	61.9	18	50.0	11	90.9	6	-	1	-	-	-
Not Gifted	58	48.3	77	54.5	79	54.4	0	-	50	38.0	-10.3	-	60	25.0	78	34.6	81	40.7	67	37.3	50	26.0	1.0	-11.3
With Disabilities	12	8.3	17	11.8	12	16.7	0	-	6	-	-	-	12	8.3	17	5.9	12	16.7	13	0.0	6	-	-	-
WO Disabilities	67	64.2	78	66.7	78	65.4	0	-	45	44.4	-19.8	-	69	39.1	79	44.3	80	51.2	60	45.0	45	31.1	-8.0	-13.9
Homeless	2	-	6	-	4	-	0	-	10	30.0	-	-	3	-	6	-	5	-	6	-	5	-	-	-
Foster	0	-	0	-	0	-	0	-	0	-	-	-	0	-	0	-	0	-	0	-	0	-	-	-
Military	0	-	1	-	1	-	0	-	0	-	-	-	0	-	1	-	1	-	2	-	1	-	-	-

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

APPENDIX E

2021-22 SPSA ASSESSMENT AND EVALUATION

SCHOOL NAME: EDISON ELEMENTARY

SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES: 09800

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Attendance Support-Counselor

***Strategy/Activity - Description**

COUNSELOR (ATTENDANCE)

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

- United Way partnership
- Attendance groups
- Coordinate student council to promote student engagement in school & student agency, including improving pro-social behavior & attendance
- 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).		
School Counselor	0.10000	\$12,455.97	09800-1210	Counselor salary	<p>Attendance rates are in the top 2 in the Hoover cluster at 92%</p> <p>SEL proactive lessons (2nd step) are provided to all classes, which has resulted in a reduction in overall referrals (12 lessons per week + monthly lessons around TRRFCC character qualities)</p> <p>UPAC referrals are smooth and easy for counselor to complete & provide continuity of care</p> <p>Positive reinforcements of TRRFCC tickets for character & attendance awards</p> <p>Proactive & reactive behavior support so that students can focus on learning</p>	<p>For biliteracy lessons, she doesn't speak Spanish, so all students get the lesson in English.</p> <p>Some classes were not signing up for 2nd step lessons</p> <p>Needed more explicit support in student leadership & voice</p>	<p>Incorporating more student roles in student council</p> <p>Incorporating more leadership opportunities outside of student council</p> <p>All classes must have a 2nd step SEL lesson each week</p> <p>Align Leader In Me habits with 2nd step lessons</p>

School Connectivity Intervention

***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
- Student Council to help facilitate positive student voice & agency
- Bullying prevention lessons
- Second Step & Leader In Me character education
- Social emotional & restorative resources to teachers
- Girls on the Run
- Restorative Justice meetings & mediations among students

- 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Counselor Hrly		\$383.39	09800-1260	Piggy bank of Counselor	<p>Attendance rates are in the top 2 in the Hoover cluster at 92%</p> <p>SEL proactive lessons (2nd step) are provided to all classes, which has resulted in a reduction in overall referrals</p> <p>UPAC referrals are smooth and easy for counselor to complete & provide continuity of care</p>	<p>For biliteracy lessons, she doesn't speak Spanish, so all students get the lesson in English.</p> <p>Some classes were not signing up for 2nd step lessons</p> <p>Needed more explicit support in student leadership & voice</p>	<p>Incorporating more student roles in student council</p> <p>Incorporating more leadership opportunities outside of student council</p> <p>All classes must have a 2nd step SEL lesson each week</p> <p>Align Leader In Me habits with 2nd step lessons</p>

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>Positive reinforcements of TRRFCC tickets for character & attendance awards</p> <p>Proactive & reactive behavior support so that students can focus on learning</p>		
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Goal 2 - English Language Arts

Professional Learning Communities

***Strategy/Activity - Description**

GRADE LEVEL COLLABORATIONS/PLC

Visiting teachers or teacher hourly rate will be applied to enable time for collaboration at grade level teams / PLCs. 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. Due to a shortage in Visiting Teachers and to enable teachers to remain with their students for much needed instructional time to accelerate, the funds from VTs can be shifted to pay teachers hourly for PLC collaboration and planning for acceleration. There are minimum days (1x/month) on Thursdays specially dedicated to PLC time. Teachers will be given the authority to elect 2.5 hours per month extra to plan and collaborate together at a time and day of their choosing according to their grade level needs.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom Teacher Hrly		\$1,587.48	09800-1157	Teacher hourly for collaboration	Teachers have time to plan, review assessments, and make personalized decisions about first instruction and interventions Small group committees support SEL planning and alignment	The collaboration is not consistent for all grade levels Determining the efficacy of each extra planning time is much more qualitative, unless we use our summative data as a reflection of good decision-making	Less hours allocated for teacher collaboration Built in more PLC & PD time, reduced staff meeting times

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

					<p>Small group committees address school-wide goals and make decisions about supplies, licenses</p> <p>Results of the CAASPP assessments show 50% overall meets & exceeds on Math & ELA. For ELA: 3rd = 65%, 4th = 50%, 5th = 39% For Math: 3rd = 72%, 4th = 50%, 5th = 28%</p>		
Small Group Intervention							
*Strategy/Activity - Description							
<u>RESOURCE TEACHER</u>							
<p>Because Edison has over 50% 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 ELD. Resource teacher will connect and communicate with EL parents through the ELAC, will provide push-in and pull-out support to students learning English, and will support alongside the PLCs.</p>							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

						pre/post test, progress monitoring results, etc.).	
Inschool Resource Tchr	0.20000	\$26,947.57	09800-1109	Resource teacher salary	34 students reclassified last year due to proactive small group support, ELPAC supplements	Staff member is not bilingual, so unable to help with phonemics & phonics in both languages	Adjust scheduling of small group support
PullOut/Push in Hrly		\$2,396.20	09800-1159	Piggy bank for resource			
					On the CAASPP for ELA: 3 rd = 65%, 4 th = 50%, 5 th = 39% & for Math: 3 rd = 72%, 4 th = 50%, 5 th = 28%	Needs more time with all grade levels of struggling readers and writers	Provide PD at staff PD or PLC days
					100% compliance with all EL requirements for progress monitoring, reclassification, and assessment		Continue to provide ELPAC supplements, but do it more in advance
					Small group literacy support for 1 st grade, which impacted 1 st grade reading scores, especially for struggling readers		

Literacy Support

***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 resources for checking out books, accessing e-books, connecting students to high-interest reading lists, and more. Given the increasing use of technology, the library assistant will also check out 1:1 devices to students and provide simple on-site chromebook help (chargers, device exchange). Having a part-time library assistant enables the library to remain open for students to check out books three days per week, each teacher with a dedicated time.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Library Asst –	0.24250	\$9,383.26	09800-2231	library asst hourly	<p>All students receive 25 minutes per week of read aloud & searching for independent reading books that pique their interest</p> <p>Students develop a love of learning & lifelong skill of utilizing libraries for books & resources</p> <p>2 successful scholastic book fairs that earned our campus \$3500 in book money</p>	<p>If the position were full time, we could spend more energy on displays, community partnerships (public libraries), and fundraising</p> <p>Could create more integrated lessons, such as co-planning with teachers and aligning read alouds with content specific texts</p>	Pay her extra hours for the additional help

Instructional Supplies

***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. Since the district is reimbursing us for a 0.2 of our counselor allocation, so the additional funds will be spent on additional supplies, such that the supplies will support access and inclusion of all students, particularly our students learning English & with IEPs.

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

Directions:

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.

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$10,000.00	09800-4301	Supplies for all SPSA goals	<p>Provides students with materials that help them access curriculum, instruction, and engagement with learning</p> <p>Headphones provide access to learning apps, which are personalized and differentiated</p> <p>Student growth scores show marked growth for students who use these tools regularly</p> <p>7% of students with IEPs showed proficiency on the CAASPP in ELA & Math (1 student)</p>	<p>Loss or damage to supplies requires us to repurchase, which is wasteful</p> <p>Some grade levels benefit from the supplies more than other grade levels</p>	<p>Set clear guidelines about supply usage – respect property</p> <p>Ensure all grade levels have access to the supplies and give input</p>

Goal 3 - Mathematics

Software Math Support

***Strategy/Activity - Description**

ONLINE MATHEMATICS PROGRAMS

We purchase i-Ready that includes the diagnostic assessments (3x/year) and the the personalized lessons. This is an online math assessment and curriculum program which provides opportunities for students to practice their math skills at their particular instructional level. ST math offers independent conceptual support for learning math through visual spatial activities.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
License And Fees		\$5,595.00	09800-5842	math licenses	<p>i-Ready licenses show a high level of efficacy when done with fidelity</p> <p>We saw incremental and exponential growth on grade level standards for students who used i-Ready regularly</p> <p>For ELA: 3rd = 65%, 4th = 50%, 5th = 39%</p> <p>For Math: 3rd = 72%, 4th = 50%, 5th = 28%</p>	<p>The cost is high, but it still continues to be worth it for our staff</p> <p>It doesn't have a writing component</p> <p>It doesn't align directly with</p>	<p>We needed to add some additional supplements, such as Achieve 3000, Raz Kids, Scholastic, Typing Club, and Flocabulary to build out more literacy skills</p>

Goal 4- Supporting English Learners

ELPAC Testing

***Strategy/Activity - Description**

ELPAC ASSISTANCE (PROCTOR - RETIRED TEACHER)

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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Retired NonClstrm Tchr Hrly		\$4,193.35	09800-1986	ELPAC tester for completing the large number of assessments on our site.	We were able to complete all ELPAC testing in a timely manner with 100% compliance	The cost was too high, and we wanted to gain more money for supplies and licenses	We switched the money from this account to save money by training a classified staff member

Goal 5 - Supporting Students with Disabilities

Co-Planning

***Strategy/Activity - Description**

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

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. The Ed Specialists will also participate in PLCs to offer insight into instructional strategies or differentiation while learning about the pacing & expectations of the general environment. The Ed Specialists will generate schedules that result in appropriate service minutes.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Classroom PARAS Hrly		\$2,478.13	09800-2151	Para hourly extra	<p>Extra hours for paraprofessionals to work with students bell to bell</p> <p>Additional help for a student who required bus transport</p> <p>7% of students with IEPs scores meets or exceeds on the CAASPP in math & ELA</p>	<p>The schedule worked well, but we needed it part of a long-term plan</p>	<p>Our paraprofessional allocation increased to include 3 six-hour paras and 2 five-hour paras</p> <p>We created a school-wide focus for supporting our students with IEPs to</p>

Edison Elementary SPSA EVALUATION OF LCFF FUNDED ACTIONS/ACTIVITIES

							make grade level progress through more push-in supports & strategic scheduling
Conference Local		\$3,000.00	09800-5209	Conferences for teachers to support inclusive practices (differentiation, etc.)	Conferences to expand knowledge of and access for diverse learners, STEM education	<p>Only one teacher took advantage of this opportunity</p> <p>The conferences were not coordinated to a bigger plan or project directly, more indirectly</p>	We eliminated this budget for 22-23

Goal 8- Graduation/Promotion Rate

Instructional Supplies

***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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Interprogram Svcs/Paper		\$2,390.00	09800-5733	Paper duplication (copier)	Paper has been utilized by all teachers & staff members to create engaging lessons and handouts, consumable books, and various prints for accessing curriculum	This is effective and useful	We hope to reduce our paper usage, but not at the expense of learning basic concepts

What are my leadership strategies in service of the goals?

Leadership strategies: Collaboration and collective efficacy building, strategic leveraging of impactful strategies, relationship building

SCHOOL NAME: EDISON ELEMENTARY

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

SCHOOL YEAR: 2021-22

Goal 1 - Safe, Collaborative and Inclusive Culture

Attendance Support-Counselor

***Strategy/Activity - Description**

COUNSELOR (ATTENDANCE)

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

- United Way partnership
- Attendance groups
- Coordinate student council to promote student engagement in school & student agency, including improving pro-social behavior & attendance
- 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and	Modifications based on qualitative and quantitative data.

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					assessments, pre/post test, progress monitoring results, etc.).	quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
School Counselor -	0.20000	\$24,911.97	30100-1210	Counselor salary	<p>Attendance rates are in the top 2 in the Hoover cluster at 92%</p> <p>SEL proactive lessons (2nd step) are provided to all classes, which has resulted in a reduction in overall referrals</p> <p>UPAC referrals are smooth and easy for counselor to complete & provide continuity of care</p> <p>Positive reinforcements of TRRFCC tickets for character & attendance awards</p> <p>Proactive & reactive behavior support so that students can focus on learning</p>	<p>For biliteracy lessons, she doesn't speak Spanish, so all students get the lesson in English.</p> <p>Some classes were not signing up for 2nd step lessons</p> <p>Needed more explicit support in student leadership & voice</p>	<p>Incorporating more student roles in student council</p> <p>Incorporating more leadership opportunities outside of student council</p> <p>All classes must have a 2nd step SEL lesson each week</p> <p>Align Leader In Me habits with 2nd step lessons</p>
School Counselor -	0.50000	\$62,279.90	30106-1210	Counselor salary			

School Connectivity Intervention

***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
- Student Council to help facilitate positive student voice & agency
- Bullying prevention lessons
- Second Step & Leader In Me character education
- Social emotional & restorative resources to teachers
- Girls on the Run
- Restorative Justice meetings & mediations among students
- 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**

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments,	Modifications based on qualitative and quantitative data.

Edison Elementary

SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					monitoring results, etc.).	pre/post test, progress monitoring results, etc.).	
Counselor Hrly		\$778.78	30100-1260	Supplies for all SPSA goals	Attendance rates are in the top 2 in the Hoover cluster at 92%	For biliteracy lessons, she doesn't speak Spanish, so all students get the lesson in English.	Incorporating more student roles in student council
Counselor Hrly		\$1,857.07	30106-1260	Piggy bank for counselor	SEL proactive lessons (2 nd step) are provided to all classes, which has resulted in a reduction in overall referrals UPAC referrals are smooth and easy for counselor to complete & provide continuity of care Positive reinforcements of TRRFCC tickets for character & attendance awards Proactive & reactive behavior support so that students can focus on learning	Some classes were not signing up for 2 nd step lessons Needed more explicit support in student leadership & voice	Incorporating more leadership opportunities outside of student council All classes must have a 2 nd step SEL lesson each week Align Leader In Me habits with 2 nd step lessons

Goal 2 - English Language Arts

Professional Learning Communities

***Strategy/Activity - Description**

GRADE LEVEL COLLABORATIONS/PLC

Visiting teachers or teacher hourly rate will be applied to enable time for collaboration at grade level teams / PLCs. 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. Due to a shortage in Visiting Teachers and to enable teachers to remain with their students for much needed instructional time to accelerate, the funds from VTs can be shifted to pay teachers hourly for PLC collaboration and planning for acceleration. There are minimum days (1x/month) on Thursdays specially dedicated to PLC time. Teachers will be given the authority to elect 2.5 hours per month extra to plan and collaborate together at a time and day of their choosing according to their grade level needs.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

Prof&Curriclm Dev Vist Tchr		\$13,418.72	30100-1192	PLC planning	<p>Teachers have time to plan, review assessments, and make personalized decisions about first instruction and interventions</p> <p>Small group committees support SEL planning and alignment</p> <p>Small group committees address school-wide goals and make decisions about supplies, licenses</p> <p>However, we didn't use the VTs, but instead transferred the funds to hourly</p>	<p>The collaboration is not consistent for all grade levels</p> <p>Determining the efficacy of each extra planning time is much more qualitative, unless we use our summative data as a reflection of good decision-making</p>	<p>We transferred all of these funds out to hourly time</p> <p>Less hours allocated for teacher collaboration</p> <p>Built in more PLC & PD time, reduced staff meeting times</p>
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Instructional Supports

***Strategy/Activity - Description**

ONLINE LANGUAGE ARTS PROGRAMS

We are purchasing licenses iReady, Starfall, Raz Kids, Really Great Reading, Benchmark supplements for grammar, vocab & speling, Learning without Tears, and Flocabulary. These are all online language arts programs that provide opportunities for students to practice their reading skills at their particular instructional level and to develop vocabulary & comprehension. i-Ready also has an assessment component which helps teachers to monitor growth three times per year along with personalized lessons.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
License And Fees		\$11,492.00	30100-5842	Online program licenses	i-Ready licenses show a high level of efficacy when done with fidelity	The cost is high, but it still continues to be worth it for our staff	We needed to add some additional supplements, such as Achieve 3000, Raz Kids, Scholastic, Typing Club, and Flocabulary to build out more literacy skills
License And Fees		\$10,000.00	30106-5842	Online program licenses	<p>We saw incremental and exponential growth on grade level standards for students who used i-Ready regularly</p> <p>Results on the CAASPP showed for ELA: 3rd = 65%, 4th = 50%, 5th = 39%</p>	<p>It doesn't have a writing component</p> <p>It doesn't align directly with</p>	

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					For Math: 3 rd = 72%, 4 th = 50%, 5 th = 28%		
Small Group Intervention							
*Strategy/Activity - Description							
RESOURCE TEACHER							
Because Edison has over 50% 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 ELD. Resource teacher will connect and communicate with EL parents through the ELAC, will provide push-in and pull-out support to students learning English, and will support alongside the PLCs.							
*Proposed Expenditures for this Strategy/Activity							
<u>Directions:</u>							
Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.							
<u>Guiding Questions:</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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr	0.20000	\$26,947.57	30100-1109	Resource teacher salary	34 students reclassified last year due to proactive	Staff member is not bilingual, so unable to help with	Adjust scheduling of small group support

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>small group support, ELPAC supplements</p> <p>100% compliance with all EL requirements for progress monitoring, reclassification, and assessment</p> <p>Small group literacy support for 1st grade, which impacted 1st grade reading scores, especially for struggling readers</p> <p>On the CAASPP for ELA: 3rd = 65%, 4th = 50%, 5th = 39% For Math: 3rd = 72%, 4th = 50%, 5th = 28%</p>	<p>phonemics & phonics in both languages</p> <p>Needs more time with all grade levels of struggling readers and writers</p>	<p>Provide PD at staff PD or PLC days</p> <p>Continue to provide ELPAC supplements, but do it more in advance</p>
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Instructional Supplies

***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. Since the district is reimbursing us for a 0.2 of our counselor allocation, so the additional funds will be spent on additional supplies, such that the supplies will support access and inclusion of all students, particularly our students learning English & with IEPs.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$1,494.00	30106-4301	Supplies for all SPSA goals	<p>Provides students with materials that help them access curriculum, instruction, and engagement with learning</p> <p>Headphones provide access to learning apps, which are personalized and differentiated</p> <p>Student growth scores show</p>	<p>Loss or damage to supplies requires us to repurchase, which is wasteful</p> <p>Some grade levels benefit from the supplies more than other grade levels</p>	<p>Set clear guidelines about supply usage – respect property</p> <p>Ensure all grade levels have access to the supplies and give input</p> <p>We elected to create a site-wide focus on supporting our students with IEPs</p>

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>marked growth for students who use these tools regularly</p> <p>For ELA: 3rd = 65%, 4th = 50%, 5th = 39%</p> <p>For Math: 3rd = 72%, 4th = 50%, 5th = 28%</p> <p>7% of students with IEPs met or exceeded standards in ELA & Math</p>		
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Goal 4- Supporting English Learners

Small Group Interventions

***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 with at-risk LTELs and newcomers. Because he conducts the assessments on the ELPAC and monitors the RFEPs, the resource teacher should have excellent knowledge of the needs of the English Learners & their access and support required to progress in the core curriculum. An area of need revealed was also vocabulary and comprehension.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Inschool Resource Tchr –	0.60000	\$80,842.70	30100-1109	Resource salary to support EL	34 students reclassified last year due to proactive small group	Staff member is not bilingual, so unable to help with phonemics &	Adjust scheduling of small group support

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>support, ELPAC supplements</p> <p>100% compliance with all EL requirements for progress monitoring, reclassification, and assessment</p> <p>Small group literacy support for 1st grade, which impacted 1st grade reading scores, especially for struggling readers</p> <p>90% of our students still classified EL moved up 1 year on the ELPAC from the previous year.</p>	<p>phonics in both languages</p> <p>Needs more time with all grade levels of struggling readers and writers</p>	<p>Provide PD at staff PD or PLC days</p> <p>Continue to provide ELPAC supplements, but do it more in advance</p>
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Instructional Supplies

***Strategy/Activity - Description**

SUPPLEMENTAL SUPPLIES & MATERIALS

Funds will be utilized to purchase supplemental materials that will enhance ELD instruction (e.g. Benchmark, Online supplements, Really Great Reading, Flocabulary, and Learning without Tears resources) as well as online programs that specifically target the needs of students based on assessment data. Teachers will utilize various resources from Teachers Pay Teachers with useful resources for phonics, vocabulary, sight words, and visuals. Teachers will also need common material items, such as journals, lined paper, whiteboards, and other resources that supplement the core.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$500.00	30100-4301	supplies for EL	Provides students with materials that help them access curriculum, instruction, and engagement with learning Headphones provide access to learning apps, which are personalized and differentiated Student growth scores show	Loss or damage to supplies requires us to repurchase, which is wasteful Some grade levels benefit from the supplies more than other grade levels	Set clear guidelines about supply usage – respect property Ensure all grade levels have access to the supplies and give input

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>marked growth for students who use these tools regularly</p> <p>On the CAASPP for ELA: 3rd = 65%, 4th = 50%, 5th = 39%</p> <p>For Math: 3rd = 72%, 4th = 50%, 5th = 28%</p>		
Strategy/Activity 1							
*Strategy/Activity - Description							
Tutoring for students classified as EL & students with IEPs to make gains on academics (reading, writing, and math) to accelerate and promote 1 year's growth.							
*Proposed Expenditures for this Strategy/Activity							
<p><u>Directions:</u></p> <p>Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.</p> <p><u>Guiding Questions:</u></p> <p>Briefly describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.</p>							
Proposed Expenditures	FTE	Estimated Cost	Funding Source	Rationale	What is working (effective) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress	Modifications based on qualitative and quantitative data.

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SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

						monitoring results, etc.).	
Classroom Teacher Hrly		\$8,386.70	30106-1157	Tutoring for EL students and students with IEPs.	<p>We had students in Kinder, 2nd, 4th, and 5th receive tutoring, specifically in ELA and Math</p> <p>Participating students in Kinder, 2nd grade, and 4th grade showed advances in performance as evidenced on assessments</p> <p>According to the F&P, kinder and 2nd grade students participating in tutoring increased their reading level by an avg of 1 year</p> <p>4th & 5th grade students participating in tutoring increased homework completion and moved up on performance on the FAST & CAASPP, but the amount of meets and exceeds was still low at below 25% (IEPs & EL)</p>	<p>One kinder student did not show adequate gains, and 5th grade showed low gains in performance on assessments</p> <p>Tutoring was intended to be to support literacy, but it took more planning than expected to see growth on reading levels</p>	<p>We had to cut this budget for 22-23, but we will work with Primetime to try to continue to offer a wider array of access to tutoring</p>

Goal 7 - Family Engagement

Parent Workshops

*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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations,	Modifications based on qualitative and quantitative data.

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	
Other Clsfd NonUnion Hrly		\$1,064.72	30103-2986	Childcare for parents	We did not use this and transferred it to other budgets		
Interprogram Svcs/Duplicating		\$800.00	30103-5721	Parent materials	<p>Helpful to provide monthly resources to parents with helpful tips about learning and parenting</p> <p>Parents are our partners in supporting students as readers, mathematicians, and scientists</p>	The parent home school connection newsletter is not related to what we do in our typical schedule	We will continue to fund this

Family Communication

***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

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

- Verbal communication by teachers both formal and informal
- Class Dojo frequent communications
- Home School Connection newsletter

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
Supplies		\$724.00	30103-4301	Parent materials	Provides students with materials that help them access curriculum, instruction, and engagement with learning	Loss or damage to supplies requires us to repurchase, which is wasteful Some grade levels benefit from the supplies more than other grade levels	Set clear guidelines about supply usage – respect property Ensure all grade levels have access to the supplies and give input

Edison Elementary SPSA EVALUATION OF TITLE I FUNDED ACTIONS/ACTIVITIES

					<p>Headphones provide access to learning apps, which are personalized and differentiated</p> <p>Student growth scores show marked growth for students who use these tools regularly</p> <p>On the CAASPP for ELA: 3rd = 65%, 4th = 50%, 5th = 39% For Math: 3rd = 72%, 4th = 50%, 5th = 28%</p>		
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Goal 8- Graduation/Promotion Rate

Professional Learning Communities

***Strategy/Activity - Description**

GRADE LEVEL COLLABORATIONS/PLC

Visiting Teachers and teacher hourly rate can be funded so that teachers can meet in day-long or after school 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.

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

Directions:

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

Guiding Questions:

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) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	What is not working (ineffective indicators) and why? Include qualitative (Survey, observations, notes and minutes) and quantitative data (curriculum assessments, pre/post test, progress monitoring results, etc.).	Modifications based on qualitative and quantitative data.
PullOut/Push in Hrly		\$7,188.60	30100-1159	Teacher hourly	Teachers have time to plan, review assessments, and make personalized decisions about first	The collaboration is not consistent for all grade levels	We transferred all of these funds out to hourly time

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					<p>instruction and interventions</p> <p>Small group committees support SEL planning and alignment</p> <p>Small group committees address school-wide goals and make decisions about supplies, licenses</p> <p>However, we didn't use the VTs, but instead transferred the funds to hourly</p> <p>On the CAASPP for ELA: 3rd = 65%, 4th = 50%, 5th = 39%</p> <p>For Math: 3rd = 72%, 4th = 50%, 5th = 28%</p>	<p>Determining the efficacy of each extra planning time is much more qualitative, unless we use our summative data as a reflection of good decision-making</p>	<p>Less hours allocated for teacher collaboration</p> <p>Built in more PLC & PD time, reduced staff meeting times</p>
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What are my leadership strategies in service of the goals?

Leadership strategies: Aligning human resources, such as staff and capacity building to create exceptional learning for students and continued collaboration among staff.