

The School Plan for Student Achievement

School: Edison Elementary School (also known as Edison Language Academy)
CDS Code: 19 64980 6022545
District: Santa Monica-Malibu Unified School District
Principal: Lori S Orum
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The School Plan for Student Achievement (SPSA) is a plan of actions to raise the academic performance of all students. California Education Code sections 41507, 41572, and 64001 and the federal Elementary and Secondary Education Act (ESEA) require each school to consolidate all school plans for programs funded through the ConApp and ESEA Program Improvement into the SPSA.

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The District Governing Board approved this revision of the SPSA on .

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School Mission Statement

Edison Elementary School (also known as Edison Language Academy)'s Vision and Mission Statements

VISION AND MISSION

Edison Language Academy was established 32 years ago by the Santa Monica Unified School District as a way to create an integrated and academically rigorous learning community where students could learn together in two languages. The conversion of the school from an existing neighborhood elementary school to a school of choice with a unique dual language program was designed to increase academic achievement and diversify enrollment in what had been one of the lowest performing and most racially isolated schools in the district.

Edison's mission is to provide all students with a program that: 1) develops age-appropriate language proficiency in English and

Spanish; 2) is academically rigorous and promotes high achievement in all subject areas; and 3) develops students' socio-cultural competence. Over the last decade Edison has concentrated its efforts on creating systems and professional development to support a rigorous, standards-based curriculum and differentiated instruction utilizing research-based best practices. Our effort has been to raise the academic achievement of all students while simultaneously reducing achievement gaps – and maintaining the fidelity to our dual immersion program. These concerted efforts resulted in a gain of over 177 points in Edison's Academic Performance Index (API) from 2003 to 2013, with substantial growth for all significant sub-groups of students. And, with four years of the new state assessments (CAASSP), Edison's scores for all groups continue to be strong -- exceeding district averages overall for grade 5 students and exceeding district scores for numerically significant Edison sub groups -- Latinos, Whites, English Learners and students from low income families.

The vision of the Edison Language Academy community is that ALL our students will leave Edison with the academic and social-emotional skills to continue successfully through the education system, attending post-secondary education and/or career training programs. As self-reliant adults, Edison students will also use their language and intercultural skills to make a positive contribution to their communities. The culture of the school will provide for ALL students, a safe and engaging environment, high academic expectations, a focus on sustained effort, and the expectation that students learn about their own cultural heritage(s) and develop an appreciation of and respect for the cultures of their fellow students. Parents will be active partners in their children's education, maximizing their on-time attendance, making time for them to read and study at home, being informed about good educational and child rearing practices, and being involved in the life of the school.

School Profile

Edison Language Academy is a public elementary school and is part of the Santa Monica-Malibu Unified School District. In the 2018-2019 school year, Edison serves 464 students in Pre-School through 5th grades. All students study in two languages in a 90-10 Dual Immersion program that is the first step in the SMMUSD Language Academy which continues at John Adams Middle School and Santa Monica High School. At the middle and high schools, students have the opportunity to take both Spanish for native speakers classes and other subject matter classes taught in Spanish.

Several things make Edison unique among SMMUSD's elementary schools – its dual immersion program, the composition of its student body, the stability of the student population, and the fact that it is a school of choice for all students. While Edison follows California State Curriculum Standards, uses State-approved texts and adheres to State recommended minimum minutes of study in language arts and math, the amount of instruction provided in Spanish gives Edison students a very different kind of educational experience when compared to students in other SMMUSD elementary schools. In Preschool, Transitional Kindergarten, Kindergarten and 1st grade, 90% of instructional time at Edison is devoted to instruction delivered in Spanish. Also, all students learn to read first in Spanish and formal English literacy instruction does not begin until 2nd grade, when Edison students have already learned to be readers in Spanish. The amount of English instructional time grows to 20% in second grade. English instruction increases by 10% each year until fifth grade when half the instruction is provided in English and half in Spanish. Math at Edison is taught in Spanish at all grade levels. Instruction in science and social studies is delivered entirely in Spanish until 4th and 5th grades. This means that Edison students receive far less instruction delivered in English, begin reading in English three years later than students in the other elementary schools in the District, and receive much of their content instruction in Spanish. These program features also mean that Edison students receive a very different kind of instruction than the State and Federal accountability systems are designed to measure.

Demographically, the school also has a student profile that is different from other SMMUSD schools. According to 2016-2017 enrollment data:

- * 50.4% of the students in SMMUSD identify as White, compared to only 21.7% of Edison students.
- * 29.7% of the students in SMMUSD identify as Hispanic/Latino, compared to 71.2 % of Edison students.
- * 6.7% of the students in SMMUSD identify as African American, compared to 2.9% of Edison students.
- * 6% of the students in SMMUSD identify as Asian/API, compared to 2.9% of Edison students
- * 5.9 % of the students in SMMUSD identify as being of two or more races, compared to only 0.4% of Edison students.

Because the dual immersion program requires a student population that is composed of approximately equal numbers of students from English speaking and Spanish speaking backgrounds, the numbers of children who are learning English as a second language are also much higher than from SMMUSD as a whole. For example, in 2018-19, 32% of Edison students were classified as English learners. Additionally, Edison has a significant proportion of students who are bilingual (25 % were classified as IFEPS -- indicating that while there is another language present at home, these students are already proficient in English when they come to school --

and 0.4% were English learners at entry but have already met criteria for reclassification). At Edison, 41% of our students speak only English. In comparison, SMMUSD usually has 8-9% of students who are English learners and over two thirds who are English monolinguals.

The percentage of students from low-income families is also substantially higher at Edison compared to most other schools in the SMMUSD. For example only 29% of SMMUSD students overall were reported as being from socioeconomically disadvantaged families, while approximately 53% of Edison students come from low income households. High poverty rates are concentrated in just a few elementary schools in SMMUSD and Edison is one of only four SMMUSD elementary schools to have the proportion of low-income students necessary to support a schoolwide Title I program.

Edison staff are also a special group. All staff working at Edison must be bilingual and all teachers must hold BCLAD credentials and be rated as highly qualified. In the 2018-19 school year, there are 20 classroom teachers in Pre-School through 5th grades. The racial/ethnic identification of these classroom teachers, also closely mirrors student demographics -- 80% identify as Hispanic/Latino, 15% identify as White, and 5% identify as African American. In addition, the school has the following support personnel: 2 FTE Reading Intervention Teachers, a full-time Literacy Coach, a full-time Library Coordinator, a full-time Community Liaison, two part-time Physical Activities Specialists, 1.5 FTE Special Education Specialized Academic Instruction (SAI) teachers, two part-time Health Office Aides and a part-time nurse, a part-time Speech Pathologist, a part-time School Psychologist. All staff are bilingual. There are also eleven part-time Bilingual Instructional Assistants working in all classrooms, a six-hour bilingual Special Education Aide, two bilingual office personnel,, and one bilingual site administrator. Additionally three custodial staff and three cafeteria staff provide on-site support services. Various part-time vocal and instrumental music and theater arts specialists provide enrichment classes. The school also contracts with a bilingual theater and visual arts teaching artist and Spanish choral music teaching artist to help deliver arts curriculum. After school child care staff are also bilingual so that they can provide appropriate homework support. In addition to District staff serving Edison, the City of Santa Monica contracts with Family Services of Santa Monica to provide a bilingual counseling center on campus with a .8 FTE bilingual social worker and bilingual interns.

Finally the involvement of the parent community itself is notable at Edison. Perhaps because all parents have chosen this school for their children or as a result of many years of concerted efforts to involve parents, Edison parents are actively involved as volunteers, members of Site Council and other parent organizations. Edison generally has 250-300 family members registered, screened, and trained as classroom volunteers each year. The warmth, inclusiveness and solidarity of the staff and parent community is one of the most frequently reported school strengths in annual parent surveys.

Over the last decade Edison has concentrated its efforts on creating systems and professional development to support a rigorous, standards-based curriculum and differentiated instruction utilizing research-based best practices. Our effort has been to raise the academic achievement of all students while simultaneously reducing achievement gaps – and maintaining the fidelity to our dual immersion program. These concerted efforts resulted in a gain of over 177 points in Edison's Academic Performance Index (API) from 2003 to 2013, with substantial growth for all significant sub-groups of students. And, with four years of the new state assessments (CAASSP), Edison's scores for all numerically significant subgroups continue to be strong -- approximating or exceeding district scores overall by grade 5 and exceeding district averages for all numerically significant Edison sub groups -- Latinos, Whites, English Learners and students from low income families. Overall progress in English and math is steady, Recent scores have garnered Edison recognition in 2016 as a National Blue Ribbon School of Excellence and in 2018 as a California Distinguished School.

SPSA Executive Summary with SLT Plan Narrative

SPSA Executive Summary:

This SPSA is designed to support Edison's on-going efforts to provide a high quality dual immersion program for all students, continue to grow student achievement for all, and narrow achievement gaps between its diverse groups of learners. It is a continuation and refinement of a multi-year plan established by Site Council to improve academic achievement for all while developing student engagement, problem solving, and cross-cultural skills. It establishes goals in three areas: 1) Continuing to grow the percentage of students (overall and in each significant subgroup) who meet or exceed grade level standards in English and Math -- this year with a focus on improving writing; 2) Increase the percentage of EL students who score in the top three quartiles in ELA and Math, and 3) Developing engaged, socio-culturally competent students with the skills to embrace diversity, manage interpersonal problems, and be in charge of their own learning. The plan supports regular work in grade level professional learning communities (PLCs) and a School Leadership Team to coordinate goal setting, assessment, data analysis, and collaboration on research-based best practices instructional strategies. Funding provided through the plan supports a PLC-driven effort to improve student skills in writing, a K-5 reading intervention program, regular assessment of students in reading and writing (in both

languages) and math, and a PLC to study and implement interventions to support and accelerate the progress of the lowest quartile of English Learners. Funds are provided to support on-line self-paced support in reading and math in both languages, on-going professional development of teachers, programs in visual arts and music in Spanish, the piloting of a social and emotional learning program, and efforts to grow a Green STEM program with an edible garden. Finally, the plan supports student safety and parent education and involvement.

Strategies to achieve Goal 1 of this plan include a robust system of multi-tiered interventions in reading and coaching, professional development, parent education, and work in Professional Learning Communities (PLCs) to strengthen core classroom instruction. It also includes support for Math Coaching. An important part of Goal 1 in this SPSA and our efforts to improve academic achievement and close achievement gaps is Edison's School Improvement Plan (SIP) developed and monitored by Edison's School Leadership Team. (SLT). The SIP (described in greater detail below) is a three-year professional development plan focusing on improving student writing -- especially in the areas of conventions, spelling, grammar that are so challenging for second language learners.

Goal II of this SPSA, is supported this year by the creation of an English Learner Professional Learning Community (EL-PLC) that meets bimonthly to examine outcomes for English Learners and professional development for staff focusing on best practices in Dual Immersion Programs to support English literacy and achievement for English Learners. The EL-PLC includes representatives of our 2nd and 3rd grade PLCs, Edison's literacy coach, language interventionists, SAI Teacher, and Principal. It has been looking at appropriate curriculum and instructional methods in 2nd and 3rd grades -- which are the first years in dual immersion programs where English literacy is a formal part of the program (reading beginning in 2nd grade and writing in 3rd). As part of this work, the SIPS program (English phonemes and phonics that were not taught explicitly in K and 1st grade in dual immersion) is being used as a part of core instruction for all 2nd grade students. Interventionist Elizabeth Ipiña is pushing in to all three 2nd grade classrooms to co-teach with classroom teachers. Our goal is that the teachers will be able to lead the instruction next year with support from the interventionist. Progress will be assessed after the first 10 weeks and the SIPS program will begin to be used in a differentiated fashion -- as either core instruction or as a differentiated intervention depending on needs. This model is also allowing us to reduce pull-out interventions in 2nd grade. The EL PLC will be working with 3rd grade as well on additions to the core curriculum to best support dual language students and additional designated ELD that may be needed by English Learners. To support continued professional development for all faculty on best research-based practices for English Learners in dual immersion programs, we're also doing book studies together (English Language Learners: Differentiating Between Language Acquisition and Learning Disabilities" and "Dual Language Education for a Transformed World"), inviting several experts in the field to come in to share research and best immersion practices with our staff, sending some staff members to relevant training institutes sponsored by the California Association for Bilingual Education, and conducting a self-study using the Center for Applied Linguistics Guiding Principles for Dual Language Education. Where possible, we are endeavoring to share these PD resources and experiences with the Immersion faculty in our middle and high school programs.

Goal III of this SPSA, supports the third pillar of dual immersion -- developing engaged and socio-culturally competent learners in a safe and supportive community. It is anchored in our efforts to build a strong Social Emotional Education program at Edison and is supported by an adjunct duty team of teachers representing both upper and lower grades. This year we are focused on an introduction to Responsive Classroom to build the structure of the morning meeting and daily message with the goal of building more positive and supportive relationships within classrooms. The structure of the morning meeting is also being used to carry out on-going work with the problem solving and anti-bullying (using Cool Tools and Olweus Anti-Bullying Program), and self-regulation and mindfulness (using the Mind-Up curriculum). We are engaging in professional development and coaching around these areas.

School Leadership Team School Improvement Plan (SIP):

Edison's School Improvement Plan (SIP) around writing is lead by our School Leadership Team (SLT) in coordination with Site Council. The SLT is composed of the PLC teacher-leader from each grade level K-5, the literacy coach, a math coach, a reading intervention teacher, and the principal -- for a total of 10 members. Team leaders are elected by Edison faculty. Coordination of the SIP with the other goals in the Edison site plan is facilitated by the fact that two of the members of the SLT also sit as elected faculty members on the School Site Council. The SIP writing plan began in 2016-2017, with the organization of grade level PLCs and the creation of a School Leadership Team to collaborate on writing instruction. Using the materials in Writers Workshop Units of Study and other resources to teach writing in each genre, teachers collected periodic formative assessments and summative end of unit assessments, analyzed data, and used the results to plan instruction together. We saw steady growth in writing at all grade levels. But by the end of the first year, it was also evident that across the school the area of writing conventions and grammar was the weakest area for students. This is consistent with the fact that so many of our students are second language learners and the fact that many of these skills are not transferrable between the two languages.

In 2017-18, the SIP was adjusted to focus on strengthening writing conventions and grammar at all grade levels. In grades K-2, the focus is on writing in Spanish. In Grades 3-5, the focus is expanded to writing in both English and Spanish. Grade level PLCs began by examining English and Spanish Language Arts standards, identifying power standards and looking at their vertical articulation. Then, each PLC decided which of these language arts standards they would incorporate into their Spanish and English writing instruction, which were non-transferrable skills and needed to be taught specifically by language. The SLT devised a framework for monthly CFAs -- short pieces of writing scored in one or two areas that were the focus of that month's instruction and developed a common rubric for grade level PLCs to use in scoring. The SLT also devised a structure to create regular PLC time for each grade level and mapped out an annual calendar that included monthly CFAs (common formative assessments), time to score and analyze data, and time to use this data to plan instruction. Third, fourth and fifth grade teachers used all of their district music time for PLC work in writing. However, because K-1-2 teachers do not have district music time, Edison asked for and received District funding through LCAP support to provide K-1-2 teachers with release time so that for at least 90-minutes per month to provide release time as a grade level team on to work on writing. A banked time day every 3-4 weeks was also dedicated to PLC time to foster analysis of writing samples and collaboration on instruction. The SLT met monthly to review results and vertical articulation, recommend additional professional development, and look at effective instructional strategies that might be applied at other grade levels. Our aim was to understand how instruction can strengthen students conventions and grammar so that this contributes to overall writing growth.

Data from the 2017-18 year indicated that all grade levels were teaching writing aligned with English Language Arts standards and that scores in conventions were growing steadily at most grade levels. For 2018-2019, the SLT is continuing to focus on the teaching of conventions and grammar within writing instruction, with fewer CFAs, (moving from monthly to quarterly and alternating languages in the upper grades), to focus more of the PLC time on planning for instruction. After two years, Edison is accustomed to the practice of regular collection and scoring of CFAs and to regular meetings of PLCs to score and examine student writing, using the results to guide future instruction. This year's plan allows for more time for this collaborative instructional planning. We also are working on the teaching of writing, not only during writing block time, but on generalizing students' conventions and grammar skills to writing done across the curriculum. This year, we also sought and received funding for third grade PLC time (district music time is only 1x per week at this grade level), dedicated more banked time days to PLC work around writing, and planned for PLC time around planning for standards based instruction in writing.

Planned Improvements in Student Performance

School Goal #1

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-

District LCAP Goal 1:

All graduates are ready for college and careers.

Data and analysis used to form school-specific SMART goal(s)

Goals: To build the elementary school foundation for college- and career-readiness, by the end of 2018-2019 school year, an increased percentage of all groups of Edison students will score proficient or advanced on English Language Arts (overall and specifically in writing) and Mathematics as measured by changes in CAASPP performance between 2016-2017 and 2018-19. Specifically our goal is to see a 3-8 point increase in the percentage of students in grades 3, 4, and 5 who meet (Level 3) or exceed (Level 4) grade level standards in English Language Arts and Mathematics. We seek this growth both among the overall student population and increases of at least that much among all significant subgroups at Edison (Latinos, students from families with low SES, students who are English Learners, and students with disabilities. All groups of students will also demonstrate a 3-8% increase in the percentage who score "exceed" and "meet or are approaching" grade level standards in writing.

Data and Analysis Used to Form Goals:

1. CAASPP Data -- The Edison Site Council reviewed CAASPP data over four years (2015, 2016, and 2017, and 2018) in English Language Arts and math. We looked at growth in Standard Scores in English and math, growth in the % of students scoring proficient and advanced and the reductions in the % scoring below standard both for Edison students overall and for the specific subgroups that have traditionally posted lower scores. We examined progress at specific grade levels over three years and progress of cohorts of students from grade level to grade levels to better understand the progression of language proficiency at the school over 3rd, 4th, and 5th grades.

English Language Arts: Over four years, scores for 5th grade and 4th grades in English Language Arts rose. For 5th grade, the percentage of students meeting or exceeding grade level standards rose by 6 percentage points (from 76% to 81%) and among 4th graders, the percentage grew by 14 points (65% to 79%). The percentage of 4th and 5th graders meeting or exceeding grade level standards in 2018 was also higher than the percentage of 4th and 5th graders district wide. In 5th grade, 81% of 5th graders met or exceeded grade level standards compared to 79% of 5th graders district wide. In 4th grade, 79% of Edison students met or exceeded standards compared to 77% for 4th graders overall in the district. Third grade scores, which had been climbing at Edison over the prior three years, in 2018 took quite a dip -- with the percentage of students scoring proficient and advanced in ELA in 3rd grade at Edison declining by 8 percentage points (69% to 61%). While Edison scores in 3rd grade ELA have been lower than District 3rd grade scores in each of the four years for which we have CAASPP data, this is most likely due to the immersion model and lower exposure to English reading in the primary grades. For example, in 3rd, grade Edison students have only been reading in English for two years compared to the four years of reading instruction in English for other students. However, an 8% point dip in third grade this year merits a closer look at this cohort and instructional practices last year so that we can once again achieve appropriate upward growth.

Mathematics: In Math, there was a notable drop in the percentage of 3rd graders scoring at or above grade level (7 point decline), but the drop in 3rd grade scores at Edison slightly exceeded that drop (9 percentage point drop). The good news in math scores at Edison in 2018 is that the percentage of 4th and 5th graders scoring at or above grade level continued to grow at approximately the same rate and 5th graders in 2018 ended the year with 80% scoring at or above grade level -- compared to 69% of 5th graders districtwide. 4th Grade scores were within two percentage points of district wide scores for 4th grade (67% of Edison 4th graders meeting or exceeding standards compared to

69% of 4th graders districtwide). While it's hard to read too much into year to year variability in CAASSP scores and each year represents a different cohort of children, drops in 3rd grade in both English Language Arts and Math warrant a closer look.

Writing Claims: Since our School Improvement Plan and our PLC work over the last year has focused on strengthening student writing, we also looked at scores on the CAASPP writing claim, and scores on internal writing assessments. Here, the reporting scale is different with the categories of meets and exceeds being collapsed into one category. However, we did see growth in writing scores in 3rd and 4th grades making progress over past years, 5th grade had been making progress, but last year growth in 5th grade writing stalled. This sparked the 5th grade PLC to examine both individual student growth and instruction. The lowest scores in this group were attributed to EL and SAI students. The team recommended closer coordination with both the SAI and Interventionist staff in the area of writing.

2. Dual Immersion Research and Prior CST Data- As in most dual immersion programs that teach in two languages every day, all students at Edison are acquiring a second language and are learning in that second language for some part of core instruction every day. At any given moment in the school day, half of Edison's students are receiving instruction in and through their second language. So language proficiency definitely impacts students' ability to access content instruction. That is why Edison teachers have both language and content objectives for their lessons and why instructional methodology which scaffolds instruction, develops academic language, and gives students many opportunities to practice their emerging language have long-been fundamentals of the Edison instructional program. Research indicates that it can take 7-9 years of systematic instruction in a second language to attain native like proficiency, so we expect some initial delays in reading and language development in students' second language and stronger scores with each additional year of language study. That was also our pattern over 11 years of CST data and has seemed to continue with CAASPP data. Finally, we recognize that writing is one of the last skills in second language acquisition to come on line. Receptive skills (listening and reading) come first and expressive skills (speaking and writing) come later. Our math scores have historically been strong but we also chose to build fluency in Spanish for math instruction by focusing on "math talk" in banked time and coaching support for teachers.

3. Initiatives in Past Site Plans and Understanding the Challenges Facing our Student Population -- Edison has invested heavily in early learning and language support to help as many students as possible attain at or above grade level standards in English by the time they leave Edison. We understand that many of students' literacy skills in Spanish will transfer to English and that strong initial reading in Spanish is a solid predictor of how children will read in English. But we also understand that not all children develop proficiency in a second language at the same rate, and not all of our students come to school with a strong foundation of literacy skills in their native language. So, Edison has a history of carefully and frequently monitoring students' progress in reading and providing reading intervention and support for lagging readers. We also have invested in a broad collection of fiction and non-fiction reading materials in English and Spanish at a variety of reading levels so that all students can work with "just right" text. Some of these materials are in print and others are accessible on-line (from school and home). With these supports and careful selection of effective instructional strategies, Edison students make steady growth toward meeting or exceeding standards and the percentage of students who are far below standards has diminished. Equipping teachers to implement research-based best practices has required sustained professional development and facilitation of teachers' regular work as members of Professional Learning Communities. As part of this work we have also invested in providing all our teachers with the common core aligned Teachers' College Units of Study in Readers and Writers Workshop and provided professional development support (District provided) and coaching (provided at Edison) as teachers have honed their skills. Our aim through this work is to support high achievement for ALL students and reduce achievement gaps that are often present in schools with large percentages of students from low-income and non-English speaking families.

4. Past PLC work in Writing and School Improvement Plan (SIP) - This is our third year working through PLCs on writing as a school wide priority. We chose writing because it is often the last of the expressive language skills to reach native-like proficiency in second language acquisition and prior work on genre-based writing revealed several consistently challenging areas for our students. After two years working on standards-based instruction, using Writers Workshop Units of Study to teach writing genres, and collecting and scoring writing samples, our SLT noticed some patterns and challenging areas that needed attention. At nearly all grade levels, the aspect of writing that scored the lowest for our students was Conventions/Grammar/Punctuation/Spelling. Site Council reviewed data from Common Formative Assessments collected across last year to better understand the writing development of Edison students.

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How the school will measure progress toward this goal

Writing progress at all grade levels will be examined using brief periodic common formative assessments (CFAs) examining the element of conventions/grammar currently being taught in writing -- collected and scored quarterly. We will also score on-demand year-end writing samples using a comprehensive rubric at all grade levels. Finally, we will use the 2018-19 CAASPP data for 3-4-5 grades, comparing performance on the writing claims to performance from 2016 to 2019.. Progress toward overall English Language Arts and Math goals will be measured by comparing 2018-19 CAASPP data with CAASPP data from 2015, 2016, 2017, and 2018.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide a Tier III RTI Spanish Reading Intervention Program for lagging readers in 1st and 2nd grades, identifying students based on Fountas & Pinnel and Fastbridge reading scores and teacher recommendations. Provide pull-out or push in services so that students also still receive Tier I direct reading instruction from the classroom teacher. Progress monitor students every 4-6 weeks and provide reports to classroom teachers. Provide coaching support for classroom teachers to support differentiated reading instruction in the classroom.	School Year	Spanish Reading Teacher and Intervention Team (Literacy Coach and all reading intervention teachers and instructional assistants)	Salary for Spanish Reading Intervention Teacher - .54 FTE	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	50523.00
Provide a Tier III RTI English Reading Intervention program for 2nd, 3rd, 4th, and 5th grade students, identifying students with Fountas & Pinnel, Fastbridge, and past year's CAASPP scores. Progress monitor students and share data with classroom teachers to help facilitate differentiation during Tier I	School year	English reading interventionist .5 FTE and District Interventionist (1 FTE)	Salary for English Reading Intervention Teacher .5 FTE	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	49882.11

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
instruction in the classroom.						
Provide Leveled Reading Resources for classrooms via on-line learning programs for all grades	School Year	Principal	Learning Patio and Scholastic purchase and allocation of \$500 for each of four teachers who attended Readers Workshop Training summer 2017.	4000-4999: Books And Supplies	Title I 18-19 Allocation	3500.00
			Raz Kids - Spanish leveled reading program for Grades K-1-2	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	4500.00
			KidBiz/Achieve 3000 - English and Spanish leveled non-fiction reading program for grades 2-5	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	19,000.00
Create a replacement fund for computer mice/track pads, printer cartridges, SmartBoard lamps, keyboards, headphones etc. to support the use of math and reading differentiation software and support students' abilities to engage in on-line research, keyboarding, and use of adaptive technology	School Year	Principal, Technology Specialist, Office Manager	Equipment purchases	4000-4999: Books And Supplies	Title I 18-19 Allocation	3000.00
Support Grade Level PLC work focusing on writing instruction (School Improvement Plan). This provides teachers who do not have the benefit of music release time to meet monthly to reflect on the information from CFAs and differentiate instruction	School Year	Principal, Office Manager and SLT	Roving substitutes to release the K-1 and -2-3 classroom teachers for training once per month (1.5 hours per grade level) 3 half-day subs x 2 per month x 9 months x half day sub rate. 3 half day subs x 2 per month. Supported by district LCAP funds.	1000-1999: Certificated Personnel Salaries	District Funded	4850.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Provide support for the Edison School Leadership Team to work on vertical integration of writing instruction and monitoring of the School Improvement Plan	School Year	Principal, Office Manager, SLT members	Provide four half-day subs for each of the 7 SLT members who are classroom teachers @ \$90/day and a year end planning day @180/day for 7 members	1000-1999: Certificated Personnel Salaries	District Funded	4320.00
Provide release time and support for teachers to administer Fountas and Pinnel and WRAP (Spanish) 1:1 reading assessments 2x per year to provide data needed to differentiate instruction and assign students to needed interventions and progress monitor students.	School Year	Principal, Office Manager, Literacy Coach	Substitute time for fall and mid-year assessments. Additional sub time required because of the immersion model provided through district LCAP budget.	1000-1999: Certificated Personnel Salaries	District Funded	9180.00
Provide release time to score comprehensive writing assessments at year end	School Year -- year end.	Principal, Office Manager, SLT Team members	Substitute time to release teachers in grade level teams to score.	1000-1999: Certificated Personnel Salaries	District Funded	2160.00
Provide substitutes to release teachers for some IEPs, 504s, and SSTs to allow for the longer meetings often needed to review assessments in two languages and more discussion than can be generally accomplished in before or after school meetings	School Year	Principal, Office Manager, SST Team, Special Education Team	Provide substitutes for parent meetings that need more time due to language, complexity, or frequency	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	1620.00
				1000-1999: Certificated Personnel Salaries	District Funded	1350.00
Provide a Kindergarten reading intervention in 2nd semester of K	February - June 2018	Principal, Office Manager, Literacy Coach, Instructional Assistants and K teachers	Add 30 minutes per day to the hours of two BIAs to provide 30 minute interventions per week 5 days per week 19 weeks for lagging K students	1000-1999: Certificated Personnel Salaries	Title I 17-18 Carryover	2000.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
					Title I 18-19 Allocation	500.00
Provide Summer Reflection and Planning Institute to assist grade level teams to fine tune their power standards and instructional strategies for 2019-2020 based on reflection on the successes and struggles of the 2018-19 school year.	June-August	Principal, Literacy and Math Coaches, Grade Level Leaders	Provide two half days for teacher teams, SAI teachers, coaches, interventionists	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	6907.00
Maintain library and literature collections that can support readers and classrooms in both languages.	School Year	Principal, Library Coordinator, Office Manager	Replace old or damaged materials and add additional selections to the collection	4000-4999: Books And Supplies	American Book Drive	815.61
			Above, plus library supplies	4000-4999: Books And Supplies	Site Formula Funds	2000.00
				4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1500.00
Purchase ST Math on-line Spatial Temporal Math program for grades K-5 and provide training and support for staff. This provides a non-verbal way of teaching math concepts.	school year	Principal	Renewal of ST Math License	4000-4999: Books And Supplies	Title I 18-19 Allocation	5000.00
Provide support for math coaching, and observations	school year	Principal and Math Coach	Release time for coaches or teachers to observe, plan or co-teach	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	1000.00
Provide support for an after-school Math intervention	school year	Teachers	Teacher hourly for providing 10 hours of afterschool math intervention for struggling students	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	10800.00
Provide adequate classroom and office supplies to support high quality instruction, preparation of instructional materials, special projects, and regular operations of office functions. Edison allocates supplies on a budget of \$400 annually	school year	Principal, Office Manager and Senior Office Specialist	Annual Supplies Allocations	4000-4999: Books And Supplies	Site Formula Funds	19754.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
per full-time classroom teacher or other FTE employee. Non-classroom and part-time teaching staff have reduced allocations. In addition, the balance of funds in this item provide supplies for school wide activities.						

Total Expenditures for Goal 1

Goal Number	Total Expenditures
Goal 1	204,161.72

Planned Improvements in Student Performance

School Goal #2

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Closing Achievement Gaps for English Learners
District LCAP Goal 2
English learners will become proficient in English while engaging in a rigorous, standards-aligned curriculum
Data and analysis used to form school-specific SMART goal(s)
<p>Goal: Edison will increase the percentage of English learners at grades 3, 4 and 5 who score at or above grade level standards in English on the CAASPP by increasing their average score from 2.4 to 2.8 and simultaneously reducing the percentage of English Learner students who score far below standards on the ELA CAASPP. Our goal is that all EL students also grow each year in their English proficiency.</p> <p>Data and Analysis Used to Form School-Specific Goals: While Edison's English Learners generally score higher by grade 5 than other do other similar students in SMMUSD, in LA County and in the State of California, there are persistent and significant gaps when compared to the achievement of Edison students overall in both English Language Arts and Math. The achievement gap between White, Native English speaking children and EL students (who are almost entirely Latino) is particularly pronounced. In part this is because virtually none of the White Students come from families living below the poverty level which a substantial proportion of English learners are from low-income families. The two population groups did not start off at the same point on many variables aside from language skills. Even when looking at the scores of Edison 3-4-5 grade students overall (of which 77% of students are Latino and approximately half are from low-income homes) their scores compared to those of English Learner students in ELA and Math, still reveal gaps. Reducing the percentage of students who score below grade level and nearly met standards in each grade level is critical if we are to help these students avoid being at risk of becoming Long-Term English Learners.</p> <p>Children classified as English Learners are by definition not yet proficient in English. Research in second language acquisition generally says that it requires seven to nine years of structured and high quality ELD before students start to approximate native like proficiency. So, it stands to reason that Edison 5th graders (for the most part, children in their sixth year of a dual immersion program) would have greater proficiency than children in the third or forth grade. Although longitudinal studies of dual immersion programs show that these programs in the long-run have students who score above the median for English only students on achievement tests, in elementary school most are still in the process of acquiring English. The comparing achievement test data for 3rd, 4th and 5th graders at Edison with 3rd, 4th and 5th graders in the general population, it is also important to keep in mind that Edison students in these grades are only in their 2nd, 3rd and 4th years of learning to read in English.</p> <p>English writing scores must also be understood in the context of this delayed onset of formal instruction in English literacy. Since writing is one of the last skills to come on line in second language acquisition, it is also not surprising that the percentage of English learners who score above grade level in writing is much smaller than for students overall. For example, only 28% of English learners in 5th grade are writing above grade level standards compared to 55% of all 5th graders. However, given that they have only had three years of formal instruction in English writing by that point in their schooling, it is pretty impressive that nearly one third are already writing above grade level.</p> <p>However, helping our English Learner students, Edison's EL students seem to be on an appropriate trajectory for acquiring English proficiency. Most students meet reclassification criteria by 5th grade. In 2018, some 55% of children who are still classified as English learners are already scoring proficient and advanced on the CAASPP. Children who enter school as bilinguals or having another home language besides English, score significantly higher than our English only students. For example, in 2018, 72% of</p>

students speaking only English at entry to Edison scored proficient or advanced on the CAASPP ELA exam, compared to 89% of the students who were either bilingual at entry or had another non-English at home (IFEPS). The strongest achievement of all was shown by our formerly English Learner students who had met the criteria for reclassification -- 100% of those students scored proficient or advanced on the CAASPP ELA.

This year we are strengthening an English Learner Professional Learning Community (ELPLC) initiated last year. The ELPLC is composed of the Principal, English Reading Intervention Teachers, the Literacy Coach, the School Nurse, the Community Liaison, the SAI Teacher, the Speech Language Pathologist, and PLC leaders from 2nd and 3rd grades to look at the progress of our English learners to: 1) progress monitor reading and writing progress, 2) identify any previously uncovered obstacles to learning such as vision, hearing, possible learning disabilities, 3) ensure that classroom instruction is based on current research and best practices for English learners in dual immersion programs, 5) try to reduce pull-out interventions and maximize appropriate in-class instructional time; 6) identify and provide professional development for teachers as necessary to ensure that strong academic language development and appropriate scaffolding for second language learners; and 7) Meet with parents to provide information on school support, provide frequent progress reports and engage parents in partnership activities that may boost student learning.

How the school will measure progress toward this goal

School will track achievement data for English learners in ELA and Math over time, continue to monitor progress of reclassified students, and disaggregate SIP data by EL status to progress monitor writing growth of EIs and support differentiation,

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Edison will support the active involvement of parents of English learners by making sure that the parent handbook and all parent communications are provided in both Spanish and English. This will especially include information about school policies, communication plan, safety information, expectations in a	Summer	Principal and Community Liaison	Printing Costs	4000-4999: Books And Supplies	Title I 17-18 Carryover	1000.00
			Summer staff time for community liaison to translate handbook, update websites, and back to school information into Spanish.	2000-2999: Classified Personnel Salaries	Title I 18-19 Allocation	1000.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
dual immersion program, materials for prospective parents, and information on promoting literacy.						
Learning Walks focused on instructional strategies for English Learners - Academic Vocabulary, SDAIE strategies, oral language development, etc.	School Year	Principal, SLT Members and other teachers	Release time for classroom teachers to participate in 2 learning walks 4 teachers per walk x 4 half-day walks	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	1500.00
Parent workshops to help parents support emerging readers, support math instruction -- targeting parents of English learners	School Year	Literacy and math coaches, reading intervention teachers and other teachers as needed	Compensation for teachers for up to 14 hours to provide evening workshops or release time for subs so they can provide workshops during the day	1000-1999: Certificated Personnel Salaries	Title I 17-18 Carryover	1500.00
			Nifty Numbers Family Math Workshop Materials or other Family Math Night Supplies	4000-4999: Books And Supplies	Title I 18-19 Allocation	1500.00
Release time for classroom based ELD Task Force Members for six meetings	September - May	ELPLC Classroom Teachers (3 teachers) - SAI, 2nd and 3rd	Release time - 6 meetings x 3 teachers x \$90/day	1000-1999: Certificated Personnel Salaries	Title I 17-18 Carryover	1620.00
Professional Development on Best Immersion Practices for English learners	School Year	Principal/SLT	Books and materials for banked time book studies	4000-4999: Books And Supplies	Title I 18-19 Allocation	2000.00
			Consultants/Trainers	5000-5999: Services And Other Operating Expenditures	Title I 18-19 Allocation	5000.00
			Conference Fees and release time - CABA Conference	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	5000.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Release time for preparation for 4 SLT members to lead self study on Dual Immersion Up to 4 hours per person	1000-1999: Certificated Personnel Salaries	Title I 17-18 Carryover	1000.00
			Release time for preparation for 4 SLT members to lead self study on Dual Immersion Up to 4 hours per person	2000-2999: Classified Personnel Salaries	Title I 18-19 Allocation	1000.00

Total Expenditures for Goal 2

Goal Number	Total Expenditures
Goal 2	22,120.00

Planned Improvements in Student Performance

School Goal #3

The School Site Council has analyzed the academic performance of all student groups and has considered the effectiveness of key elements of the instructional program for students failing to meet student performance targets. As a result, it has adopted the following school goals, related actions, and expenditures to raise the academic performance of students not yet meeting state standards:

SUBJECT: Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own

District LCAP Goal 3

All students engage in schools that are safe, well-maintained and family-friendly.

Data and analysis used to form school-specific SMART goal(s)

Goals: Edison will operate an effective social emotional education program informed by the social justice standards to promote students' socio-cultural competence. Measures of an engaged community include: strong on-time attendance (our goal is an attendance rate of 98% overall in 2018-2019; low suspension rate for all students due to alternative discipline tools and referrals to counseling; connection of students with trusted adults at school as measured by annual Olweus survey (goal is a 10% increase in the percentage of students who say that they have a trusted adult to confide in at school); and an annual parent survey that indicates that at least 90% of parents regard Edison as a safe welcoming place, with a clear discipline system system, and clear avenues to approach staff with concerns.

A variety of data were used to inform this goal -- formal and informal. These include: A review of research about effective dual language programs, school attendance data, Olweus student survey data, review of student discipline records, data from the annual Edison parent survey, SST referrals and parent requests for counseling support.

The decision to offer enrichment activities in music, visual arts, and theater arts is informed by research showing that language learning happens best when it is embedded in other subjects, that opportunities to use Spanish for self-expression and creative arts will lead to stronger oral language skills and more confidence in using Spanish, and the fact that the arts are an excellent way to expose children to other cultures.

How the school will measure progress toward this goal

Site Council will evaluate progress toward this goal by: reviewing Olweus student data, attendance and suspension data, and items on the annual Edison parent survey.

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
To assist upper grade students in developing planning and organizational skills, the site plan includes funding to purchase agendas/planners for all 3rd-4th-5th grade students. Teachers will help students use agenda to set goals, organize materials, plan assignments, and communicate with families.	August-June	Administrative Assistant, Teachers	Purchase agendas for 3rd, 4th, 5th graders	4000-4999: Books And Supplies	Title I 17-18 Carryover	3500.00
To expose our youngest students to choral music, the Site Plan includes funds for a PreK-TK- K-1-2 Music Program to be conducted during the school day to all students at these grade levels. It also includes an Afterschool Chorus in Spanish for students in Grades 3-5 and a Parents Singing Circle for families.	September - April	Principal, Contractor	Contract for Pre-K through 2nd Grade Choral Music Program in Spanish	5800: Professional/Consulting Services And Operating Expenditures	Stretch Grant (Ed Foundation)	14150.00
			Contract for 5th grade performance at promotion	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	500.00
			Contact for after school chorus in Spanish	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	2300.00
			Contract for Parent Chorus	5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	2100.00
To refurbish and replace emergency supplies	September - June	Principal, Administrative Assistant	Supplies, lock down kits	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1500.00
				4000-4999: Books And Supplies	Site Formula Funds	1000.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
A Visual Arts Portrait Painting project for 5th grade and Social Emotional Learning work with students	April-June 2019	Principal	Contract for Artists Time and Supplies	5800: Professional/Consulting Services And Operating Expenditures	Title I 17-18 Carryover	1900.00
To help students have a vision of themselves as people who can and likely will attend college, the Site Plan provides funding for annual 4th grade trip to visit a local college or university	January-June	Principal and 4th grade teachers	Lunch in Dining Halls	7000-7439: Other Outgo	Parent-Teacher Association (PTA)	1000.00
			Transportation	7000-7439: Other Outgo	Stretch Grant (Ed Foundation)	1800.00
					Title I 18-19 Allocation	450.00
Additional Supplies and Materials for Theater and Visual Arts programs and for classrooms	September-June	Principal, Administrative Assistant, PS Arts Teacher	Supplies for art projects and theater performances	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1500.00
			Art supplies for classroom projects	4000-4999: Books And Supplies	Stretch Grant (Ed Foundation)	1000.00
To provide supervision for students before and after school in pick up and drop off zones and provide supervision during recess and lunch periods. To train these individuals in problem solving and discipline methods used at school.	School Year	Principal	Salaries of hourly rate employees before and after school \$15/hr x 38 weeks	7000-7439: Other Outgo	Parent-Teacher Association (PTA)	13650.00
			Salaries for playground and lunch supervision	7000-7439: Other Outgo	Site Formula Funds	12000.00
			Salaries for Playground and Lunch Supervision	7000-7439: Other Outgo	Title I 18-19 Allocation	13000.00
			Salaries for Playground and Lunch supervision	7000-7439: Other Outgo	Stretch Grant (Ed Foundation)	10000.00
Provide an afternoon Health Office Specialist so that there are always personnel with appropriate health-related training to attend to student needs	School Year	Principal, School Nurse	Salary for Part time HOS	2000-2999: Classified Personnel Salaries	Stretch Grant (Ed Foundation)	10000.00
Providing professional development in the implementation of social emotional learning curriculum and dual immersion self study	School Year	Principal, SLT and Team Members	Teacher hourly to prepare for banked time sessions	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	500.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
			Consultant Fees for trainers	5800: Professional/Consulting Services And Operating Expenditures	Title I 18-19 Allocation	3500.00
			Teacher hourly to prepare to lead banked time sessions	1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	1000.00
To support the ideas behind an effort based learning model, 5th grade students use the Brainology Program that provides them with information about how the human brain learns.	School Year	Principal and 5th Grade Teachers	Materials	4000-4999: Books And Supplies	Title I 18-19 Allocation	1500.00
The site plan supports a robust physical education program by allocating funds to provide physical education equipment to support differentiated instruction in an "everybody moves" curriculum. Funding is provided to replace and repair equipment and to ensure age appropriate toys and equipment for pre-K, TK and K	school year	Principal, PAS's and Administrative Assistant	PE and Recess Supplies 1st-5th	4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	1600.00
			.Recess Supplies Pre-K, TK, K - Big Blue Blocks	4000-4999: Books And Supplies	Stretch Grant (Ed Foundation)	5000.00
			Recess and PE Supplies 1-5th	4000-4999: Books And Supplies	Title I 17-18 Carryover	1000.00
Edible Garden Supplies and Curriculum Development	school year	Principal and Green Stem Committee	Garden supplies and shed, and extra time for Green Stem Team to compile and translate curriculum	4000-4999: Books And Supplies	Stretch Grant (Ed Foundation)	4000.00
				1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	10000.00
				4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	2000.00

Actions to be Taken to Reach This Goal	Timeline	Responsible Parties	Proposed Expenditure(s)			
			Description	Type	Funding Source	Amount
Student Support -- to create opportunities for small groups of students to be mentored by different faculty/staff as they engage in leadership development and enrichment projects	school year	Principal, Office Manager and selected teachers/staff	Extra hours or stipend for extra duty in meeting with students -- most likely during lunch or before school. Materials/supplies for teams	1000-1999: Certificated Personnel Salaries	Stretch Grant (Ed Foundation)	1000.00
				4000-4999: Books And Supplies	Stretch Grant (Ed Foundation)	500.00
Support for Student Spirit days for helpful behaviors. This work will be guided by the Social Emotional Learning Team and will focus on positive reinforcement for on-task, respectful, helpful student behaviors -- in the classroom and in the lunchroom and on the yard	School Year	Social Emotional Learning Team	When goal is reached, provide support for positive school wide activities or tokens to reinforce caring, respectful behavior	4000-4999: Books And Supplies	Stretch Grant (Ed Foundation)	1000.00

Total Expenditures for Goal 3

Goal Number	Total Expenditures
Goal 3	123,950.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Students
Carolina Vila, Chairperson				X	
Rocio Naranjo, Vice Chair		X			
Elizabeth Ipiña			X		
Aida Diaz		X			
Santiago Martinez			X		
Betty Babajoun, Secretary				X	
Daniela Morato				X	
John Zimmerman				X	
Gina Engler				X	
Lori Orum	X				
Numbers of members of each category:	1	3	1	5	

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The school site council (SSC) recommends this school plan and Proposed Expenditure(s) to the district governing board for approval and assures the board of the following:

1. The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.
2. The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.
3. The SSC sought and considered all recommendations from the following groups or committees before adopting this plan **(Check those that apply)**:

X English Learner Advisory Committee


Signature

District/School Liaison Team for schools in Program Improvement

Signature

X Other committees established by the school or district (list):

PTA President Heidi Vega Aimonetti




Signature

4. The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.
5. This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This SPSA was adopted by the SSC at a public meeting on October 24, 2018.

Attested:

Lori S Orum

Typed Name of School Principal



Signature of School Principal

October 24,
2018

Date

Carolina Vila

Typed Name of SSC Chairperson



Signature of SSC Chairperson

October 24,
2018

Date

Summary of Expenditures in this Plan

Total Allocations and Expenditures by Funding Source

Total Allocations by Funding Source		
Funding Source	Allocation	Balance (Allocations-Expenditures)
American Book Drive	815.61	0.00
Title II (Teacher Improvement)		
Site Formula Funds	34,754	0.00
Stretch Grant (Ed Foundation)	48,504	54.00
Title I 18-19 Allocation	\$180,180.24	498.13
Title I 17-18 Carryover	13557.00	37.00
Title I: Alternative Supports		
Parent-Teacher Association (PTA)		

Total Expenditures by Funding Source	
Funding Source	Total Expenditures
American Book Drive	815.61
District Funded	21,860.00
Parent-Teacher Association (PTA)	51,150.00
Site Formula Funds	34,754.00
Stretch Grant (Ed Foundation)	48,450.00
Title I 17-18 Carryover	13,520.00
Title I 18-19 Allocation	179,682.11

Summary of Expenditures in this Plan

Total Expenditures by Object Type

Object Type	Total Expenditures
1000-1999: Certificated Personnel Salaries	167,712.11
2000-2999: Classified Personnel Salaries	12,000.00
4000-4999: Books And Supplies	88,669.61
5000-5999: Services And Other Operating Expenditures	5,000.00
5800: Professional/Consulting Services And Operating	24,450.00
7000-7439: Other Outgo	51,450.00

Summary of Expenditures in this Plan

Total Expenditures by Object Type and Funding Source

Object Type	Funding Source	Total Expenditures
4000-4999: Books And Supplies	American Book Drive	815.61
1000-1999: Certificated Personnel Salaries	District Funded	21,860.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	31,600.00
5800: Professional/Consulting Services And	Parent-Teacher Association (PTA)	4,900.00
7000-7439: Other Outgo	Parent-Teacher Association (PTA)	14,650.00
4000-4999: Books And Supplies	Site Formula Funds	22,754.00
7000-7439: Other Outgo	Site Formula Funds	12,000.00
1000-1999: Certificated Personnel Salaries	Stretch Grant (Ed Foundation)	1,000.00
2000-2999: Classified Personnel Salaries	Stretch Grant (Ed Foundation)	10,000.00
4000-4999: Books And Supplies	Stretch Grant (Ed Foundation)	11,500.00
5800: Professional/Consulting Services And	Stretch Grant (Ed Foundation)	14,150.00
7000-7439: Other Outgo	Stretch Grant (Ed Foundation)	11,800.00
1000-1999: Certificated Personnel Salaries	Title I 17-18 Carryover	6,120.00
4000-4999: Books And Supplies	Title I 17-18 Carryover	5,500.00
5800: Professional/Consulting Services And	Title I 17-18 Carryover	1,900.00
	Title I 18-19 Allocation	450.00
	Title I 18-19 Allocation	500.00
1000-1999: Certificated Personnel Salaries	Title I 18-19 Allocation	138,732.11
2000-2999: Classified Personnel Salaries	Title I 18-19 Allocation	2,000.00
4000-4999: Books And Supplies	Title I 18-19 Allocation	16,500.00
5000-5999: Services And Other Operating	Title I 18-19 Allocation	5,000.00
5800: Professional/Consulting Services And	Title I 18-19 Allocation	3,500.00
7000-7439: Other Outgo	Title I 18-19 Allocation	13,000.00

Summary of Expenditures in this Plan

Total Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	204,161.72
Goal 2	22,120.00
Goal 3	123,950.00

School and Student Performance Data

CAASPP Results (All Students)

English Language Arts/Literacy

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	78	72	68	78	72	68	78	72	68	100	100	100
Grade 4	71	75	72	71	75	72	71	75	72	100	100	100
Grade 5	77	73	76	77	73	76	77	73	76	100	100	100
All Grades	226	220	216	226	220	216	226	220	216	100	100	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2454.6	2475.5	2459.2	33	43.06	39.71	28	26.39	22.06	22	20.83	23.53	17	9.72	14.71
Grade 4	2505.5	2514.1	2530.7	41	41.33	51.39	21	28.00	27.78	21	20.00	13.89	17	10.67	6.94
Grade 5	2565.7	2565.1	2566.1	48	46.58	40.79	32	34.25	40.79	14	10.96	7.89	5	8.22	10.53
All Grades	N/A	N/A	N/A	41	43.64	43.98	27	29.55	30.56	19	17.27	14.81	13	9.55	10.65

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	36	44.44	36.76	38	36.11	50.00	26	19.44	13.24	
Grade 4	39	38.67	44.44	38	48.00	45.83	23	13.33	9.72	
Grade 5	45	41.10	39.47	40	49.32	50.00	14	9.59	10.53	
All Grades	40	41.36	40.28	39	44.55	48.61	21	14.09	11.11	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	24	34.72	29.41	58	56.94	47.06	18	8.33	23.53
Grade 4	32	30.67	43.06	52	60.00	48.61	15	9.33	8.33
Grade 5	47	54.79	53.95	45	41.10	40.79	8	4.11	5.26
All Grades	35	40.00	42.59	52	52.73	45.37	14	7.27	12.04

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	28	33.33	27.94	64	58.33	57.35	8	8.33	14.71
Grade 4	25	33.33	36.11	68	57.33	56.94	7	9.33	6.94
Grade 5	45	31.51	32.89	44	60.27	56.58	10	8.22	10.53
All Grades	33	32.73	32.41	58	58.64	56.94	8	8.64	10.65

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	29	50.00	35.29	60	43.06	57.35	10	6.94	7.35
Grade 4	41	40.00	47.22	45	53.33	48.61	14	6.67	4.17
Grade 5	64	60.27	60.53	35	32.88	31.58	1	6.85	7.89
All Grades	45	50.00	48.15	47	43.18	45.37	8	6.82	6.48

Conclusions based on this data:

1. Mean scaled scores in English Language Arts grow slightly with each year that students are enrolled in the dual immersion program. Each year is another year of structured English language instruction for English learners and each year an increasing percentage of instruction is offered in English. Students in third grade have only been reading in English for two years when they first begin taking these state tests in English and only 30% of their instruction is in English. The percentage of Edison students at each grade level who scored at or above grade level is close to district averages.
2. There are small numbers of students who are working below standards in English. From individual student level data, we know that many of these students are English learners, some with other learning challenges and disabilities. Longitudinal research on English learners in dual immersion programs shows that most English learners do not achieve grade level proficiency until middle school. So the Edison program is ahead of that curve by having such high percentages of students who exceed or meet standards.
3. Two areas of the new California Standards that we worked hard to address last year were writing and research and inquiry. We felt that these two areas would be most responsive to skills that would transfer from Spanish instruction so we might get a truer picture of what students knew that was not so heavily dependent on students' proficiency in English. We overhauled writing instruction, based it more on writing units from Teachers College that were aligned with the new common core standards, and increased our emphasis on giving students more practice with the analytic skills that were more prevalent in the new standards. It is gratifying to see that some of our students highest scores last year were in the domains of producing clear and purposeful writing (with 88% overall producing scores that were above, at or near standards) and research/inquiry (92% overall producing scores that were above, at or near standards).

School and Student Performance Data

CAASPP Results (All Students)

Mathematics

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	78	72	68	78	72	68	78	72	68	100	100	100
Grade 4	71	75	72	70	75	72	70	75	72	98.6	100	100
Grade 5	77	73	76	77	73	76	77	73	76	100	100	100
All Grades	226	220	216	225	220	216	225	220	216	99.6	100	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2464.1	2473.9	2458.5	26	36.11	30.88	40	38.89	35.29	28	20.83	22.06	6	4.17	11.76
Grade 4	2512.5	2513.7	2523.7	34	25.33	33.33	31	34.67	33.33	24	40.00	29.17	10	0.00	4.17
Grade 5	2564.2	2575.2	2571.2	47	53.42	47.37	22	19.18	32.89	23	16.44	14.47	8	10.96	5.26
All Grades	N/A	N/A	N/A	36	38.18	37.50	31	30.91	33.80	25	25.91	21.76	8	5.00	6.94

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	41	48.61	41.18	45	38.89	41.18	14	12.50	17.65	
Grade 4	46	33.33	48.61	36	57.33	36.11	19	9.33	15.28	
Grade 5	53	61.64	60.53	36	26.03	27.63	10	12.33	11.84	
All Grades	47	47.73	50.46	39	40.91	34.72	14	11.36	14.81	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	38	45.83	32.35	46	43.06	45.59	15	11.11	22.06
Grade 4	26	32.00	27.78	59	58.67	61.11	16	9.33	11.11
Grade 5	51	53.42	42.11	39	34.25	51.32	10	12.33	6.58
All Grades	39	43.64	34.26	48	45.45	52.78	14	10.91	12.96

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	36	45.83	36.76	60	50.00	51.47	4	4.17	11.76
Grade 4	39	37.33	47.22	51	60.00	44.44	10	2.67	8.33
Grade 5	43	49.32	36.84	47	42.47	55.26	10	8.22	7.89
All Grades	39	44.09	40.28	53	50.91	50.46	8	5.00	9.26

Conclusions based on this data:

1. Scaled scores in math rose modestly with each grade level.
2. The percentage of students scoring proficient and advanced was quite consistent among 3rd, 4th, and 5th graders, indicating that 78 or 79% of students are at, near or above standards. Still, there are slightly over 20% (or one in five students) who are below grade level math standards in concepts and procedures. This is the area with the greatest percentage of children working below standard.
3. Last year's 5th graders had a noticeably larger proportion of students working below standards in Problem Solving and Modeling/Data Analysis. While this and communicating and reasoning skills were big focus areas, there is still more work to do in these two areas.

School and Student Performance Data

CAASPP Results (Hispanic)

English Language Arts/Literacy

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	60	56	46	60	56	46	60	56	46	100	100	100
Grade 4	53	58	56	53	58	56	53	58	56	100	100	100
Grade 5	55	54	58	55	54	58	55	54	58	100	100	100
All Grades	168	168	160	168	168	160	168	168	160	100	100	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for Hispanic or Latino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2443.1	2457.1	2438.1	33	32.14	30.43	22	32.14	21.74	23	26.79	26.09	22	8.93	21.74
Grade 4	2485.8	2504.7	2516.4	30	37.93	42.86	23	24.14	35.71	25	24.14	14.29	23	13.79	7.14
Grade 5	2550.6	2548.5	2553.0	44	37.04	34.48	29	37.04	43.10	20	14.81	8.62	7	11.11	13.79
All Grades	N/A	N/A	N/A	36	35.71	36.25	24	30.95	34.38	23	22.02	15.63	17	11.31	13.75

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	33	32.14	26.09	33	44.64	54.35	33	23.21	19.57	
Grade 4	28	36.21	37.50	43	48.28	53.57	28	15.52	8.93	
Grade 5	42	29.63	32.76	40	57.41	53.45	18	12.96	13.79	
All Grades	35	32.74	32.50	39	50.00	53.75	27	17.26	13.75	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	23	23.21	28.26	55	67.86	36.96	22	8.93	34.78
Grade 4	26	27.59	33.93	55	62.07	58.93	19	10.34	7.14
Grade 5	42	46.30	51.72	47	48.15	41.38	11	5.56	6.90
All Grades	30	32.14	38.75	52	59.52	46.25	17	8.33	15.00

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	22	23.21	17.39	68	69.64	65.22	10	7.14	17.39
Grade 4	17	32.76	30.36	74	55.17	62.50	9	12.07	7.14
Grade 5	38	20.37	29.31	47	68.52	56.90	15	11.11	13.79
All Grades	26	25.60	26.25	63	64.29	61.25	11	10.12	12.50

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	30	41.07	26.09	57	51.79	63.04	13	7.14	10.87
Grade 4	28	32.76	39.29	55	60.34	55.36	17	6.90	5.36
Grade 5	55	51.85	55.17	44	38.89	34.48	2	9.26	10.34
All Grades	38	41.67	41.25	52	50.60	50.00	11	7.74	8.75

Conclusions based on this data:

1. Edison Hispanic students have continued to show improvements in most categories and grade levels from 2015-2018. Additionally, a comparison of Edison data with SMMUSD data overall indicates that Hispanic/Latino students at Edison in 5th grade score better than do similar students districtwide.
2. In interpreting this data, it is important to remember that students at Edison do not begin formal reading and writing in English until 2nd grade. While many literacy skills do transfer, Edison students have had far less exposure to formal reading and writing instruction in English than have the children for whom this test was designed. It stands to reason that scores in English for Edison students should improve with each additional year of exposure to English reading instruction -- and the data usually bear this out, with the highest scores usually being in 5th grade. At that point, children have had four years of formal literacy instruction in English.
3. As above, the number of years of exposure to instruction in English is critical. But so is the fact that at least one-third of the students in the Edison population are English Language Learners. By definition, they are still in the process of acquiring English. Thus, the more years experience they have in receiving designated and integrated ELD, the better they can be expected to do on these tests.

School and Student Performance Data

CAASPP Results (Hispanic)

Mathematics

Overall Participation for Hispanic or Latino												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	60	56	46	60	56	46	60	56	46	100	100	100
Grade 4	53	58	56	53	58	56	53	58	56	100	100	100
Grade 5	55	54	58	55	54	58	55	54	58	100	100	100
All Grades	168	168	160	168	168	160	168	168	160	100	100	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for Hispanic or Latino															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2457.4	2460.4	2438.7	20	26.79	19.57	42	44.64	36.96	30	23.21	26.09	8	5.36	17.39
Grade 4	2498.2	2508.9	2509.9	25	20.69	23.21	34	36.21	39.29	28	43.10	33.93	13	0.00	3.57
Grade 5	2555.6	2557.5	2567.1	42	42.59	44.83	24	24.07	32.76	24	18.52	17.24	11	14.81	5.17
All Grades	N/A	N/A	N/A	29	29.76	30.00	33	35.12	36.25	27	28.57	25.63	11	6.55	8.13

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	38	39.29	28.26	45	44.64	45.65	17	16.07	26.09	
Grade 4	32	31.03	42.86	43	58.62	41.07	25	10.34	16.07	
Grade 5	47	51.85	58.62	40	31.48	27.59	13	16.67	13.79	
All Grades	39	40.48	44.38	43	45.24	37.50	18	14.29	18.13	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	35	37.50	23.91	47	51.79	45.65	18	10.71	30.43
Grade 4	17	29.31	17.86	64	60.34	69.64	19	10.34	12.50
Grade 5	45	44.44	37.93	42	42.59	55.17	13	12.96	6.90
All Grades	33	36.90	26.88	51	51.79	57.50	17	11.31	15.63

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	28	39.29	23.91	67	55.36	58.70	5	5.36	17.39
Grade 4	28	34.48	37.50	58	62.07	53.57	13	3.45	8.93
Grade 5	40	37.04	29.31	47	51.85	63.79	13	11.11	6.90
All Grades	32	36.90	30.63	58	56.55	58.75	10	6.55	10.63

Conclusions based on this data:

1. Edison students show growth in scaled scores over time and with each additional year of instruction. 5th grade in particular an increasing number of students each year who score above grade level and a reduction in the percentage that score below or nearly at grade level. Some of the growth in the "exceeds" category seems to come from students who were previously "at" grade level. Third grade data last year was an outlier as scores dipped across the board.
2. When examining these data, it is important to remember that math is taught at all grade levels at Edison in Spanish. Thus, approximately half the students are learning this content through their second language. The State assessments, however are given in English. Still, despite this linguistic mismatch, Hispanic/Latino students at Edison tend to score higher than to similar students in the District.
3. As a cohort, 5th grade students in 2017-18 more than doubled the percentage that scored in the "Exceeds Grade Level" range -- moving from 20% in 2016 to 45% in 2018.

School and Student Performance Data

CAASPP Results (White)

English Language Arts/Literacy

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	11	16	12	11	16	12	11	16	100	100	100
Grade 4	14	11	11	14	11	11	14	11	11	100	100	100
Grade 5	17	15	12	17	15	12	17	15	12	100	100	100
All Grades	43	37	39	43	37	39	43	37	39	100	100	100

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for White															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2495.7	2549.5	2510.3	33	81.82	68.75	50	9.09	18.75	17	0.00	12.50	0	9.09	0.00
Grade 4	2560.8	2550.0	2584.3	71	54.55	81.82	21	45.45	0.00	7	0.00	18.18	0	0.00	0.00
Grade 5	2610.7	2607.4	2614.3	65	73.33	66.67	35	26.67	25.00	0	0.00	8.33	0	0.00	0.00
All Grades	N/A	N/A	N/A	58	70.27	71.79	35	27.03	15.38	7	0.00	12.82	0	2.70	0.00

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	33	90.91	62.50	67	9.09	37.50	0	0.00	0.00	
Grade 4	71	54.55	63.64	21	45.45	27.27	7	0.00	9.09	
Grade 5	53	73.33	66.67	41	26.67	33.33	6	0.00	0.00	
All Grades	53	72.97	64.10	42	27.03	33.33	5	0.00	2.56	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	81.82	31.25	58	9.09	68.75	8	9.09	0.00
Grade 4	50	45.45	72.73	43	54.55	18.18	7	0.00	9.09
Grade 5	65	80.00	58.33	35	20.00	41.67	0	0.00	0.00
All Grades	51	70.27	51.28	44	27.03	46.15	5	2.70	2.56

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	50	63.64	62.50	50	27.27	31.25	0	9.09	6.25
Grade 4	50	36.36	54.55	50	63.64	45.45	0	0.00	0.00
Grade 5	76	66.67	50.00	24	33.33	50.00	0	0.00	0.00
All Grades	60	56.76	56.41	40	40.54	41.03	0	2.70	2.56

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	33	81.82	68.75	67	9.09	31.25	0	9.09	0.00
Grade 4	79	72.73	81.82	21	27.27	18.18	0	0.00	0.00
Grade 5	88	80.00	75.00	12	20.00	25.00	0	0.00	0.00
All Grades	70	78.38	74.36	30	18.92	25.64	0	2.70	0.00

Conclusions based on this data:

1. While three years do not make a trend, is growth from one year to the next in both scaled scores and the percentage of students scoring advanced grew each year in 4th and 5th grade. There were NO White students in 2018 in 3rd, 4th or 5th grades who did not meet standards.
2. It bears repeating that White students at Edison are generally English monolingual students studying in a dual immersion program. While many skills transfer from Spanish to English and their parents may have supported reading in English at home, their first year of receiving formal instruction in English reading, writing, and language arts is in 2nd grade. Third grade is often devoted to filling in any gaps of English language arts instruction that may have resulted from missing such instruction in K and 1. Like all Edison students, their scores can be expected to rise with each additional year of experience with English reading. So 5th grade scores are usually the best picture of academic achievement.

School and Student Performance Data

CAASPP Results (White)

Mathematics

Overall Participation for White												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	12	11	16	12	11	16	12	11	16	100	100	100
Grade 4	14	11	11	14	11	11	14	11	11	100	100	100
Grade 5	17	15	12	17	15	12	17	15	12	100	100	100
All Grades	43	37	39	43	37	39	43	37	39	100	100	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for White															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	2491.8	2531.4	2501.4	50	72.73	56.25	33	18.18	31.25	17	9.09	12.50	0	0.00	0.00
Grade 4	2551.7	2533.4	2575.1	57	45.45	72.73	29	27.27	9.09	14	27.27	9.09	0	0.00	9.09
Grade 5	2601.5	2629.3	2583.0	71	86.67	58.33	12	6.67	25.00	18	6.67	8.33	0	0.00	8.33
All Grades	N/A	N/A	N/A	60	70.27	61.54	23	16.22	23.08	16	13.51	10.26	0	0.00	5.13

Concepts & Procedures										
Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	58	81.82	68.75	33	18.18	31.25	8	0.00	0.00	
Grade 4	86	36.36	72.73	14	54.55	18.18	0	9.09	9.09	
Grade 5	76	93.33	58.33	24	6.67	33.33	0	0.00	8.33	
All Grades	74	72.97	66.67	23	24.32	28.21	2	2.70	5.13	

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	42	81.82	50.00	50	9.09	50.00	8	9.09	0.00
Grade 4	57	45.45	63.64	36	45.45	27.27	7	9.09	9.09
Grade 5	71	80.00	58.33	29	13.33	33.33	0	6.67	8.33
All Grades	58	70.27	56.41	37	21.62	38.46	5	8.11	5.13

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	58	72.73	68.75	42	27.27	31.25	0	0.00	0.00
Grade 4	64	45.45	81.82	36	54.55	9.09	0	0.00	9.09
Grade 5	59	93.33	58.33	35	6.67	33.33	6	0.00	8.33
All Grades	60	72.97	69.23	37	27.03	25.64	2	0.00	5.13

Conclusions based on this data:

1. In the two years data available, mean scaled scores and the percentage of children advanced and proficient rose from one year to the next.
2. While most White children enter school as monolingual English speakers who then receive all their math instruction in Spanish, there are no White children who failed to meet standards in math overall in either of the two years for which data is available. Over 80% of students at all grade levels scored proficient or advanced in math.
3. The achievement scores in math for White students exceeded scores for similar students districtwide.

School and Student Performance Data

CAASPP Results (Student Disability)

English Language Arts/Literacy

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	*	13	9	*	13	9	*	13	100		100
Grade 4	15	*	*	15	*	*	15	*	*	100		
Grade 5	11	14	14	11	14	14	11	14	14	100	100	100
All Grades	35	30	34	35	30	34	35	30	34	100	100	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	2430.8	*	*	30.77	*	*	30.77	*	*	7.69	*	*	30.77
Grade 4	2478.4	*	*	27	*	*	27	*	*	33	*	*	13	*	*
Grade 5	2525.8	2522.1	2495.7	27	28.57	21.43	45	42.86	21.43	18	7.14	21.43	9	21.43	35.71
All Grades	N/A	N/A	N/A	23	20.00	29.41	34	40.00	20.59	23	13.33	20.59	20	26.67	29.41

Reading										
Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	
Grade 3	*	*	23.08	*	*	53.85	*	*	23.08	
Grade 4	13	*	*	67	*	*	20	*	*	
Grade 5	18	14.29	14.29	45	71.43	42.86	36	14.29	42.86	
All Grades	17	16.67	23.53	49	60.00	41.18	34	23.33	35.29	

Writing									
Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	15.38	*	*	53.85	*	*	30.77
Grade 4	20	*	*	67	*	*	13	*	*
Grade 5	18	35.71	14.29	73	50.00	71.43	9	14.29	14.29
All Grades	17	16.67	17.65	66	63.33	61.76	17	20.00	20.59

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	23.08	*	*	38.46	*	*	38.46
Grade 4	20	*	*	73	*	*	7	*	*
Grade 5	27	21.43	14.29	45	64.29	50.00	27	14.29	35.71
All Grades	20	16.67	20.59	60	60.00	47.06	20	23.33	32.35

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	46.15	*	*	46.15	*	*	7.69
Grade 4	27	*	*	60	*	*	13	*	*
Grade 5	55	57.14	35.71	45	28.57	35.71	0	14.29	28.57
All Grades	31	33.33	38.24	51	60.00	47.06	17	6.67	14.71

Conclusions based on this data:

1. Numbers of students with learning disabilities are small enough at Edison that they are not considered as a numerically significant subpopulation. There are voids in some grades/years because the numbers would be small enough to potentially identify individual students.
2. While these voids make it difficult to see whether or not achievement increased from one year to the next, one can determine that 72% of disabled students met or exceeded grade level standards in English language arts and literacy.
3. Writing scores in 5th grade seemed to be particularly strong.

School and Student Performance Data

CAASPP Results (Student Disability)

Mathematics

Overall Participation for Students with Disability												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	9	*	13	9	*	13	9	*	13	100		100
Grade 4	15	*	*	14	*	*	14	*	*	93.3		
Grade 5	11	14	14	11	14	14	11	14	14	100	100	100
All Grades	35	30	34	34	30	34	34	30	34	97.1	100	100

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for Students with Disability															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	2421.8	*	*	0.00	*	*	61.54	*	*	23.08	*	*	15.38
Grade 4	2499.7	*	*	29	*	*	29	*	*	29	*	*	14	*	*
Grade 5	2528.8	2539.4	2520.4	36	35.71	28.57	9	21.43	14.29	27	14.29	42.86	27	28.57	14.29
All Grades	N/A	N/A	N/A	26	20.00	14.71	24	33.33	35.29	29	33.33	38.24	21	13.33	11.76

Concepts & Procedures												
Applying mathematical concepts and procedures												
Grade Level	% Above Standard			% At or Near Standard			% Below Standard					
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18			
Grade 3	*	*	15.38	*	*	61.54	*	*	23.08			
Grade 4	43	*	*	29	*	*	29	*	*			
Grade 5	36	57.14	28.57	36	14.29	28.57	27	28.57	42.86			
All Grades	35	40.00	26.47	32	36.67	41.18	32	23.33	32.35			

Problem Solving & Modeling/Data Analysis									
Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	15.38	*	*	53.85	*	*	30.77
Grade 4	21	*	*	64	*	*	14	*	*
Grade 5	27	28.57	21.43	55	42.86	57.14	18	28.57	21.43
All Grades	21	16.67	17.65	56	60.00	61.76	24	23.33	20.59

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
Grade 3	*	*	7.69	*	*	76.92	*	*	15.38
Grade 4	21	*	*	71	*	*	7	*	*
Grade 5	36	35.71	14.29	36	42.86	71.43	27	21.43	14.29
All Grades	21	23.33	14.71	68	66.67	70.59	12	10.00	14.71

Conclusions based on this data:

1. The same cautions in interpreting this data apply as in the data for Students with Disability and English Language Arts.
2. Many students with disabilities do not have math goals on their IEPs and may not be receiving specialized academic instruction in this area. They may, however, benefit from accommodations in the way that they take the test. It is important that students with disabilities who have classroom accommodations for testing also have these applied in classroom math assessments.
3. By grade 5, 72% of students with disabilities met or exceeded grade level standards in mathematics.

School and Student Performance Data

CELDT (Annual Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT Annual Assessment														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K					***		100	***							
1		8		61	46		39	38			8				
2		11		14	39		76	22		10	28				
3	9			32	35		45	55		14	5			5	
4	15	18		55	45		30	36							
5	48	30		39	60		13	10							
Total	15	13		38	45		43	34		5	7			1	

Conclusions based on this data:

1. Approximately 95% of Edison students in grades 1-5 score Advanced, Early Advanced, and Intermediate on the CELDT.
2. With each additional year of instruction, a greater percentage of Edison students scores Advanced or Early Advanced, reflecting longitudinal research that it takes 5-7 years of systematic instruction for English learners to approximate the achievement of native English speakers.
3. Very few students at Edison score as Beginners or Early Intermediate -- mostly in 2nd and 3rd grade. While those students need targeted ELD, most Edison students in the upper grade can be effectively served with integrated ELD.

School and Student Performance Data

CELDT (All Assessment) Results

Grade	Percent of Students by Proficiency Level on CELDT All Assessments (Initial and Annual Combined)														
	Advanced			Early Advanced			Intermediate			Early Intermediate			Beginning		
	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18	15-16	16-17	17-18
K	26	2		29	40		29	33		10	20		7	5	
1		8		58	46		37	38			8		5		
2		11		14	39		76	22		10	28				
3	9			32	33		45	52		14	5			10	
4	15	18		55	45		30	36							
5	48	30		39	60		13	10							
Total	18	9		36	43		37	33		6	12		3	3	

Conclusions based on this data:

1. Nearly all Edison students who score as Beginners or Early Intermediates are in Kindergarten, First and Second Grades.
2. Kindergarten students who are admitted as Spanish dominant students have changed over time. They are no longer all Spanish monolinguals. In fact, a quarter are advanced in English and another 28% are Early Advanced. These students are nearly bilingual upon admission. All but five of the students admitted as Spanish dominant students have significant English speaking and listening skills.
3. Because over 90% of Edison's English Learners score 5, 4,3 on the CELDT, most of these students need integrated ELD. They generally had strong speaking and listening skills, and need continued support in academic language and vocabulary, reading and writing. The 3rd - 5th grade CASSPP scores for these students confirm these weaknesses.

	Attendance Through	# of Students	# of Students who are chronic	% Chronic
Average of displayed (Avg.)		497	49	9.90%
Edison Elementary (Avg.)		467	26	5.60%
Franklin Elementary (Avg.)		809	29	3.54%
Grant Elementary (Avg.)		626	41	6.49%
John Adams Middle (Avg.)		1,057	70	6.66%
John Muir Elementary (Avg.)		324	38	11.58%
Juan Cabrillo Elementary (Avg.)		204	32	15.59%
Lincoln Middle (Avg.)		1,076	100	9.26%
Malibu High (HS) (Avg.)		613	136	22.21%
Malibu High (MS) (Avg.)		328	43	13.02%
McKinley Elementary (Avg.)		516	32	6.21%
Olympic High (Avg.)		67	43	64.77%
Point Dume Elementary (Avg.)		197	26	13.03%
Roosevelt Elementary (Avg.)		795	59	7.39%
Santa Monica Alternative (Avg.)		225	19	8.60%
Santa Monica High (Avg.)		469	55	11.68%
Webster Elementary (Avg.)		278	31	11.13%
Will Rogers Elementary (Avg.)		555	39	7.07%

Budget By Expenditures

Edison Elementary School

Funding Source: American Book Drive

\$815.61 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Replace old or damaged materials and add additional selections to the collection	4000-4999: Books And Supplies	\$815.61	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Maintain library and literature collections that can support readers and classrooms in both languages.

American Book Drive Total Expenditures: \$815.61

American Book Drive Allocation Balance: \$0.00

Funding Source: District Funded

\$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Roving substitutes to release the K-1 and 2-3 classroom teachers for training once per month (1.5 hours per grade level) 3 half-day subs x 2 per month x 9 months x half day sub rate. 3 half day subs x 2 per month. Supported by district LCAP funds.	1000-1999: Certificated Personnel Salaries	\$4,850.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Support Grade Level PLC work focusing on writing instruction (School Improvement Plan). This provides teachers who do not have the benefit of music release time to meet monthly to reflect on the information from CFAs and differentiate instruction

Edison Elementary School

Provide four half-day subs for each of the 7 SLT members who are classroom teachers @ \$90/day and a year end planning day @180/day for 7 members	1000-1999: Certificated Personnel Salaries	\$4,320.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide support for the Edison School Leadership Team to work on vertical integration of writing instruction and monitoring of the School Improvement Plan
Substitute time for fall and mid-year assessments. Additional sub time required because of the immersion model provided through district LCAP budget.	1000-1999: Certificated Personnel Salaries	\$9,180.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide release time and support for teachers to administer Fountas and Pinnel and WRAP (Spanish) 1:1 reading assessments 2x per year to provide data needed to differentiate instruction and assign students to needed interventions and progress monitor students.
Substitute time to release teachers in grade level teams to score.	1000-1999: Certificated Personnel Salaries	\$2,160.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide release time to score comprehensive writing assessments at year end
	1000-1999: Certificated Personnel Salaries	\$1,350.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide substitutes to release teachers for some IEPs, 504s, and SSTs to allow for the longer meetings often needed to review assessments in two languages and more discussion than can be generally accomplished in before or after school meetings

Edison Elementary School

District Funded Total Expenditures: \$21,860.00

District Funded Allocation Balance: \$0.00

Funding Source: Parent-Teacher Association (PTA) \$0.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
	4000-4999: Books And Supplies	\$1,500.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Maintain library and literature collections that can support readers and classrooms in both languages.
Raz Kids - Spanish leveled reading program for Grades K-1-2	4000-4999: Books And Supplies	\$4,500.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide Leveled Reading Resources for classrooms via on-line learning programs for all grades
KidBiz/Achieve 3000 - English and Spanish leveled non-fiction reading program for grades 2-5	4000-4999: Books And Supplies	\$19,000.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide Leveled Reading Resources for classrooms via on-line learning programs for all grades

Edison Elementary School

Contract for 5th grade performance at promotion	5800: Professional/Consulting Services And Operating Expenditures	\$500.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To expose our youngest students to choral music, the Site Plan includes funds for a PreK-TK- K-1-2 Music Program to be conducted during the school day to all students at these grade levels. It also includes an Afterschool Chorus in Spanish for students in Grades 3-5 and a Parents Singing Circle for families.
Contract for after school chorus in Spanish	5800: Professional/Consulting Services And Operating Expenditures	\$2,300.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To expose our youngest students to choral music, the Site Plan includes funds for a PreK-TK- K-1-2 Music Program to be conducted during the school day to all students at these grade levels. It also includes an Afterschool Chorus in Spanish for students in Grades 3-5 and a Parents Singing Circle for families.
Contract for Parent Chorus	5800: Professional/Consulting Services And Operating Expenditures	\$2,100.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To expose our youngest students to choral music, the Site Plan includes funds for a PreK-TK- K-1-2 Music Program to be conducted during the school day to all students at these grade levels. It also includes an Afterschool Chorus in Spanish for students in Grades 3-5 and a Parents Singing Circle for families.
Supplies, lock down kits	4000-4999: Books And Supplies	\$1,500.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To refurbish and replace emergency supplies

Edison Elementary School

Lunch in Dining Halls	7000-7439: Other Outgo	\$1,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To help students have a vision of themselves as people who can and likely will attend college, the Site Plan provides funding for annual 4th grade trip to visit a local college or university
Supplies for art projects and theater performances	4000-4999: Books And Supplies	\$1,500.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	Additional Supplies and Materials for Theater and Visual Arts programs and for classrooms
Salaries of hourly rate employees before and after school \$15/hr x 38 weeks	7000-7439: Other Outgo	\$13,650.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To provide supervision for students before and after school in pick up and drop off zones and provide supervision during recess and lunch periods. To train these individuals in problem solving and discipline methods used at school.
PE and Recess Supplies 1st-5th	4000-4999: Books And Supplies	\$1,600.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	The site plan supports a robust physical education program by allocating funds to provide physical education equipment to support differentiated instruction in an "everybody moves" curriculum. Funding is provided to replace and repair equipment and to ensure age appropriate toys and equipment for pre-K, TK and K

Edison Elementary School

4000-4999: Books And Supplies	\$2,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	Edible Garden Supplies and Curriculum Development
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Parent-Teacher Association (PTA) Total Expenditures: \$51,150.00

Parent-Teacher Association (PTA) Allocation Balance: \$0.00

Funding Source: Site Formula Funds

\$34,754.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Salaries for playground and lunch supervision	7000-7439: Other Outgo	\$12,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To provide supervision for students before and after school in pick up and drop off zones and provide supervision during recess and lunch periods. To train these individuals in problem solving and discipline methods used at school.
	4000-4999: Books And Supplies	\$1,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To refurbish and replace emergency supplies

Edison Elementary School

Above, plus library supplies	4000-4999: Books And Supplies	\$2,000.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Maintain library and literature collections that can support readers and classrooms in both languages.
Annual Supplies Allocations	4000-4999: Books And Supplies	\$19,754.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide adequate classroom and office supplies to support high quality instruction, preparation of instructional materials, special projects, and regular operations of office functions. Edison allocates supplies on a budget of \$400 annually per full-time classroom teacher or other FTE employee. Non-classroom and part-time teaching staff have reduced allocations. In addition, the balance of funds in this item provide supplies for school wide activities.

Site Formula Funds Total Expenditures: \$34,754.00

Site Formula Funds Allocation Balance: \$0.00

Funding Source: Stretch Grant (Ed Foundation)

\$48,504.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Contract for Pre-K through 2nd Grade Choral Music Program in Spanish	5800: Professional/Consulting Services And Operating Expenditures	\$14,150.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To expose our youngest students to choral music, the Site Plan includes funds for a PreK-TK- K-1-2 Music Program to be conducted during the school day to all students at these grade levels. It also includes an Afterschool Chorus in Spanish for students in Grades 3-5 and a Parents Singing Circle for families.

Edison Elementary School

Art supplies for classroom projects	4000-4999: Books And Supplies	\$1,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	Additional Supplies and Materials for Theater and Visual Arts programs and for classrooms
Transportation	7000-7439: Other Outgo	\$1,800.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To help students have a vision of themselves as people who can and likely will attend college, the Site Plan provides funding for annual 4th grade trip to visit a local college or university
.Recess Supplies Pre-K, TK, K - Big Blue Blocks	4000-4999: Books And Supplies	\$5,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	The site plan supports a robust physical education program by allocating funds to provide physical education equipment to support differentiated instruction in an "everybody moves" curriculum. Funding is provided to replace and repair equipment and to ensure age appropriate toys and equipment for pre-K, TK and K
Salaries for Playground and Lunch supervision	7000-7439: Other Outgo	\$10,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To provide supervision for students before and after school in pick up and drop off zones and provide supervision during recess and lunch periods. To train these individuals in problem solving and discipline methods used at school.

Edison Elementary School

Salary for Part time HOS	2000-2999: Classified Personnel Salaries	\$10,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	Provide an afternoon Health Office Specialist so that there are always personnel with appropriate health-related training to attend to student needs
	1000-1999: Certificated Personnel Salaries	\$1,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	Student Support -- to create opportunities for small groups of students to be mentored by different faculty/staff as they engage in leadership development and enrichment projects
	4000-4999: Books And Supplies	\$500.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	Student Support -- to create opportunities for small groups of students to be mentored by different faculty/staff as they engage in leadership development and enrichment projects
When goal is reached, provide support for positive school wide activities or tokens to reinforce caring, respectful behavior	4000-4999: Books And Supplies	\$1,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	Support for Student Spirit days for helpful behaviors. This work will be guided by the Social Emotional Learning Team and will focus on positive reinforcement for on-task, respectful, helpful student behaviors -- in the classroom and in the lunchroom and on the yard

Edison Elementary School

Garden supplies and shed, and extra time for Green Stem Team to compile and translate curriculum	4000-4999: Books And Supplies	\$4,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	Edible Garden Supplies and Curriculum Development
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Stretch Grant (Ed Foundation) Total Expenditures: \$48,450.00

Stretch Grant (Ed Foundation) Allocation Balance: \$54.00

Funding Source: Title I 17-18 Carryover

\$13,557.00 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
Recess and PE Supplies 1-5th	4000-4999: Books And Supplies	\$1,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	The site plan supports a robust physical education program by allocating funds to provide physical education equipment to support differentiated instruction in an "everybody moves" curriculum. Funding is provided to replace and repair equipment and to ensure age appropriate toys and equipment for pre-K, TK and K
Contract for Artists Time and Supplies	5800: Professional/Consulting Services And Operating Expenditures	\$1,900.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	A Visual Arts Portrait Painting project for 5th grade and Social Emotional Learning work with students

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Purchase agendas for 3rd, 4th, 5th graders	4000-4999: Books And Supplies	\$3,500.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To assist upper grade students in developing planning and organizational skills, the site plan includes funding to purchase agendas/planners for all 3rd-4th-5th grade students. Teachers will help students use agenda to set goals, organize materials, plan assignments, and communicate with families.
Release time for preparation for 4 SLT members to lead self study on Dual Immersion Up to 4 hours per person	1000-1999: Certificated Personnel Salaries	\$1,000.00	Closing Achievement Gaps for English Learners	Professional Development on Best Immersion Practices for English learners
Release time - 6 meetings x 3 teachers x \$90/day	1000-1999: Certificated Personnel Salaries	\$1,620.00	Closing Achievement Gaps for English Learners	Release time for classroom based ELD Task Force Members for six meetings
Printing Costs	4000-4999: Books And Supplies	\$1,000.00	Closing Achievement Gaps for English Learners	Edison will support the active involvement of parents of English learners by making sure that the parent handbook and all parent communications are provided in both Spanish and English. This will especially include information about school policies, communication plan, safety information, expectations in a dual immersion program, materials for prospective parents, and information on promoting literacy.
Compensation for teachers for up to 14 hours to provide evening workshops or release time for subs so they can provide workshops during the day	1000-1999: Certificated Personnel Salaries	\$1,500.00	Closing Achievement Gaps for English Learners	Parent workshops to help parents support emerging readers, support math instruction -- targeting parents of English learners
Add 30 minutes per day to the hours of two BIAs to provide 30 minute interventions per week 5 days per week 19 weeks for lagging K students	1000-1999: Certificated Personnel Salaries	\$2,000.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide a Kindergarten reading intervention in 2nd semester of K

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Title I 17-18 Carryover Total Expenditures: \$13,520.00

Title I 17-18 Carryover Allocation Balance: \$37.00

Funding Source: Title I 18-19 Allocation \$180,180.24 Allocated

Proposed Expenditure	Object Code	Amount	Goal	Action
		\$500.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide a Kindergarten reading intervention in 2nd semester of K
Provide two half days for teacher teams, SAI teachers, coaches, interventionists	1000-1999: Certificated Personnel Salaries	\$6,907.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide Summer Reflection and Planning Institute to assist grade level teams to fine tune their power standards and instructional strategies for 2019-2020 based on reflection on the successes and struggles of the 2018-19 school year.
Renewal of ST Math License	4000-4999: Books And Supplies	\$5,000.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Purchase ST Math on-line Spatial Temporal Math program for grades K-5 and provide training and support for staff. This provides a non-verbal way of teaching math concepts.

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Release time for coaches or teachers to observe, plan or co-teach	1000-1999: Certificated Personnel Salaries	\$1,000.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide support for math coaching, and observations
Teacher hourly for providing 10 hours of afterschool math intervention for struggling students	1000-1999: Certificated Personnel Salaries	\$10,800.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide support for an after-school Math intervention
Equipment purchases	4000-4999: Books And Supplies	\$3,000.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Create a replacement fund for computer mice/track pads, printer cartridges, SmartBoard lamps, keyboards, headphones etc. to support the use of math and reading differentiation software and support students' abilities to engage in on-line research, keyboarding, and use of adaptive technology
Salary for Spanish Reading Intervention Teacher - .54 FTE	1000-1999: Certificated Personnel Salaries	\$50,523.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide a Tier III RTI Spanish Reading Intervention Program for lagging readers in 1st and 2nd grades, identifying students based on Fountas & Pinnel and Fastbridge reading scores and teacher recommendations. Provide pull-out or push in services so that students also still receive Tier I direct reading instruction from the classroom teacher. Progress monitor students every 4-6 weeks and provide reports to classroom teachers. Provide coaching support for classroom teachers to support differentiated reading instruction in the classroom.

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Salary for English Reading Intervention Teacher .5 FTE	1000-1999: Certificated Personnel Salaries	\$49,882.11	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide a Tier III RTI English Reading Intervention program for 2nd, 3rd, 4th, and 5th grade students, identifying students with Fountas & Pinnel, Fastbridge, and past year's CAASPP scores. Progress monitor students and share data with classroom teachers to help facilitate differentiation during Tier I instruction in the classroom.
Learning Patio and Scholastic purchase and allocation of \$500 for each of four teachers who attended Readers Workshop Training summer 2017.	4000-4999: Books And Supplies	\$3,500.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide Leveled Reading Resources for classrooms via on-line learning programs for all grades
Provide substitutes for parent meetings that need more time due to language, complexity, or frequency	1000-1999: Certificated Personnel Salaries	\$1,620.00	Helping all students meet or exceed grade level standards in core academic subjects with a focus on writing and to see themselves as individuals capable of post-secondary education	Provide substitutes to release teachers for some IEPs, 504s, and SSTs to allow for the longer meetings often needed to review assessments in two languages and more discussion than can be generally accomplished in before or after school meetings
Nifty Numbers Family Math Workshop Materials or other Family Math Night Supplies	4000-4999: Books And Supplies	\$1,500.00	Closing Achievement Gaps for English Learners	Parent workshops to help parents support emerging readers, support math instruction -- targeting parents of English learners
Summer staff time for community liaison to translate handbook, update websites, and back to school information into Spanish.	2000-2999: Classified Personnel Salaries	\$1,000.00	Closing Achievement Gaps for English Learners	Edison will support the active involvement of parents of English learners by making sure that the parent handbook and all parent communications are provided in both Spanish and English. This will especially include information about school policies, communication plan, safety information, expectations in a dual immersion program, materials for prospective parents, and information on promoting literacy.
Release time for classroom teachers to participate in 2 learning walks 4 teachers per walk x 4 half-day walks	1000-1999: Certificated Personnel Salaries	\$1,500.00	Closing Achievement Gaps for English Learners	Learning Walks focused on instructional strategies for English Learners - Academic Vocabulary, SDAIE strategies, oral language development, etc.

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Books and materials for banked time book studies	4000-4999: Books And Supplies	\$2,000.00	Closing Achievement Gaps for English Learners	Professional Development on Best Immersion Practices for English learners
Consultants/Trainers	5000-5999: Services And Other Operating Expenditures	\$5,000.00	Closing Achievement Gaps for English Learners	Professional Development on Best Immersion Practices for English learners
Conference Fees and release time - CABE Conference	1000-1999: Certificated Personnel Salaries	\$5,000.00	Closing Achievement Gaps for English Learners	Professional Development on Best Immersion Practices for English learners
Release time for preparation for 4 SLT members to lead self study on Dual Immersion Up to 4 hours per person	2000-2999: Classified Personnel Salaries	\$1,000.00	Closing Achievement Gaps for English Learners	Professional Development on Best Immersion Practices for English learners
		\$450.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To help students have a vision of themselves as people who can and likely will attend college, the Site Plan provides funding for annual 4th grade trip to visit a local college or university
Salaries for Playground and Lunch Supervision	7000-7439: Other Outgo	\$13,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To provide supervision for students before and after school in pick up and drop off zones and provide supervision during recess and lunch periods. To train these individuals in problem solving and discipline methods used at school.
Teacher hourly to prepare for banked time sessions	1000-1999: Certificated Personnel Salaries	\$500.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	Providing professional development in the implementation of social emotional learning curriculum and dual immersion self study

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Consultant Fees for trainers	5800: Professional/Consulting Services And Operating Expenditures	\$3,500.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	Providing professional development in the implementation of social emotional learning curriculum and dual immersion self study
Teacher hourly to prepare to lead banked time sessions	1000-1999: Certificated Personnel Salaries	\$1,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	Providing professional development in the implementation of social emotional learning curriculum and dual immersion self study
Materials	4000-4999: Books And Supplies	\$1,500.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	To support the ideas behind an effort based learning model, 5th grade students use the Brainology Program that provides them with information about how the human brain learns.
	1000-1999: Certificated Personnel Salaries	\$10,000.00	Operating a safe family friendly school with an emphasis on developing engaged, culturally competent students with the skills to manage problems and their own learning	Edible Garden Supplies and Curriculum Development

Title I 18-19 Allocation Total Expenditures: \$179,682.11

Title I 18-19 Allocation Allocation Balance: \$498.13

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Edison Elementary School Total Expenditures: \$350,231.72