

School Plan for Student Achievement (SPSA) Template

Instructions and requirements for completing the SPSA template may be found in the SPSA Template Instructions.

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Edison Elementary School (also known as Edison Language Academy)	19 64980 6022545	10-1-2019	

Purpose and Description

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

Schoolwide Program

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

The Edison SPSA has three goals, closely related to the district LCAP but based on Edison's achievement data and unique dual immersion model.

LCAP Goal 1: The way that we prepare elementary school students to be ready for college and career after high school also making sure they are socially just, is to make sure that all teachers provide rigorous, standards-based instruction at each grade level using best instructional practices and working to improve student outcomes and close achievement gaps. The Edison SPSA is designed to: 1) Provide strong Tier I instruction in ELA, SLA, and Math, paired with differentiated instruction; 2) offer intervention as needed help vulnerable students meet grade level standards each year; 3) Use the Social Justice Standards and best dual immersion practices to provide instruction; 4) Provide appropriate core and supplemental instructional materials; and 5) Offer parent support to raise achievement and improve student and family engagement.

LCAP Goal 2, providing a rigorous and standards based program for English Learners, is especially important in the Edison program since over one-third of our students are English Learners and another 20% are bilingual. The Edison SPSA provides coaching and professional development for teachers, intervention support for lagging learners, and 2nd and 3rd grade supplemental efforts for all students since the Dual Immersion model does not provide formal reading and writing instruction in English until 2nd grade.

LCAP Goal 3 -- All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning. The Edison dual immersion program requires us to help all children become socio-culturally competent and focus on the cultures of the Americas. This means helping diverse students value each other and learn to work through cultural and learning differences. So in addition to school safety, the Edison SPSA supports: 1) Effective social-emotional education as a core part of instruction; 2) Work on problem solving and dispute resolution strategies (using mindfulness, self regulation, and anti-bullying strategies); 3) Strong and positive classroom management systems (using Responsive Classroom); 4) Support for productively involving parents; 5) Providing culturally relevant art, music and theater instruction and community cultural activities that reflect the cultures of the Americas.

Comprehensive Needs Assessment Components

Data Analysis

Please refer to the School and Student Performance Data section where an analysis is provided.

Surveys

This section provides a description of surveys (i.e., Student, Parent, Teacher) used during the school-year, and a summary of results from the survey(s).

Edison conducts an annual parent survey each Spring. In 2018-2019, 245 parent surveys were completed and returned. Overall, results were extremely positive. The average answer value on questions was 4.5 out of 5 possible points on a 5-point Likert Scale. Items with the strongest positive responses included: Edison families appreciate how clean and well maintained our campus is, and stated their children overall felt very safe at school. Families overall said they were able to adequately express their concerns to teachers. The families who completed the survey felt they were highly encouraged to become involved in the school and felt that Edison provides a high quality education to their children. The items with the lowest average scores (although still in the positive range) were items having to do with teaching students how to resolve problems, comfort in expressing concerns to administration, feeling confident about what children are expected to learn, and feeling they know how to help children with homework assignments. There were also a great many written comments included on the surveys. The most positive comments fell into the following broad categories: Edison provides a great community, there is good parental engagement, the efforts to educate students and community in Spanish language and culture are appreciated. Those comments that were negative included reports of concerns with the cafeteria, physical education, library (wanting greater variety of Spanish books), more computer access, and bullying.

Data from the California Healthy Kids Survey was also reviewed. This survey had a 79% response rate from the students who were 5th graders last year at Edison. Edison scores on all indicators of school climate were above the 2016-18 state average. Regarding School Supports and Engagement: 90% of students believe that adults at school hold high expectations for them, 87% reported feeling connected to their school and having caring relationships with adults at school, and 91% perceive the school as a safe place. While still higher than the state average, a lower number of students (52%) reported having meaningful participation in school. This is an area we can work further on this year by providing students with more leadership and participation options. While low violence indicators (victimization and perpetration) were below state averages, we still had 75% report perpetrating violence (which includes saying mean things, rumors, lies) and 64% reported being victimized by this type of violence. We know from the Olweus Survey (nationwide from 3-12 grades) indicate that the most common form of bullying for both boys and girls) was verbal bullying, followed by rumor-spreading and social exclusion. Physical bullying nationally was experienced by 8% of boys and 5% of girls compared to about 16% who experienced verbal bullying. These findings are consistent with results from the National Crime Victimization Survey (Roberts et al., 2015), which found that verbal bullying and rumor spreading were the most common types of bullying experienced by 12-18 year-olds in that survey. At Edison last year's survey indicated that far more boys (26%) reported verbal bullying while girls' reporting was at the national average of 16%.

10% of Edison boys and 7% of Edison girls reported physical bullying -- slightly above the national average. Exclusion as a form of bullying was twice as likely to be reported by girls as by boys (14% to 7% at Edison), while the percentage reporting rumors as a form of bullying was exactly the opposite (14% of boys and 7% of girls). On the Olweus survey, 0% of the girls reported cyberbullying and only 1.6% of boys, rates below the national average. Edison students were more likely to tell a friend or sibling and less likely than the national average to tell no one.

Classroom Observations

This section provides a description of types and frequency of classroom observations conducted during the school-year and a summary of findings.

The principal conducts regular informal classroom observations and walk throughs to observe instruction and also conducts formal observations of specific lessons as part of the teacher evaluation process (about a quarter of the staff each year are on the formal observation cycle). During regular informal instructional rounds, the principal looks for appropriate use of dual immersion methodology, classroom management systems and interactions that are effective, fair and compassionate, and content instruction that reflects school instructional goals and professional development. Additionally, together with Education Services personnel and coaches from the school, periodic Learning Walks are conducted to look at the extent to which key district instructional practices and professional development are working their way into regular classroom instruction. Site Council members also participate in an annual learning walk to look programs and the results of professional development funded through the site plan

Findings from both informal and formal observations and learning walks indicate that all staff appropriately use most key dual immersion methodology -- maintaining separation of the languages, front-loading academic vocabulary, providing scaffolded language support for students, having both language and content goals for lessons, frontloading key vocabulary, and providing frequent supported opportunities for students to develop oral language skills. Staff are skilled at using such structures as turn and talk, pair/share, jig-saw and other cooperative learning techniques and regularly provide sentence frames to support language development (in both languages). There is also consistency in teachers clearly articulating the goals and expectations of the lesson in language that students can understand. Observations also indicate the use of math warm ups, counting collections, manipulative, and regular use of Cognitively Guided Instruction and problem solving as a part of instruction. Evidence of the use of Thinking Maps can be found in most classrooms. Teachers use both grade level and leveled text with students and make use of their instructional assistants to provide additional support to students who have not yet mastered standards. There is also consistent evidence that teachers make modifications and accommodations to instruction and work products to support the needs of students with IEPs, 504s, and those who have Academic Success Plans and receive Tier III interventions. Most teachers make regular and appropriate use of technology and on-line learning programs provided by the school to support and extend learning in reading and math.

As a result of our School Improvement Project (SIP) in writing coordinated by our Site Leadership Team, writing instruction is beginning to look more uniform across grade levels and each grade level uses a Common Formative Assessment (CFA) to assess student writing progress every 4-6 weeks. These CFAs are scored by the grade level Professional Learning Community, with data disaggregated to look at the progress of English Learners -- in both English and Spanish. These data are then used to design writing instruction for the next cycle of inquiry. There are uniform and periodic assessments of student reading (Spanish in grades K-5 and English in grades 2-5). There is more variability in instruction and assessment and use of district pacing plans in mathematics. Strengthening Tier I instruction in mathematics and ensuring access to a rigorous and viable curriculum across classrooms will be a focus for this year.

There is variability in the way that teachers use technology, with some using it mainly as a delivery system for the on-line learning products the school provides, and others also teaching students to be content creators. The upper grades are more likely to have students be content creators. Finally, the explicitness of the development of both language and content objectives for every lesson (immersion methodology and an emphasis of common core) and the use of formative assessment as regular instructional tools still vary by classroom. These are the areas that are part of our PLC and Professional Development work this year and this plan provides support for additional PLC work around ensuring that writing is taught through reading and math instruction and across other content areas.

Analysis of Current Instructional Program

The following statements are derived from the Elementary and Secondary Education Act (ESEA) of 1965 and Essential Program Components (EPCs). In conjunction with the needs assessments, these categories may be used to discuss and develop critical findings that characterize current instructional practice for numerically significant subgroups as well as individual students who are:

- Not meeting performance goals
- Meeting performance goals
- Exceeding performance goals

Discussion of each of these statements should result in succinct and focused findings based on verifiable facts. Avoid vague or general descriptions. Each successive school plan should examine the status of these findings and note progress made. Special consideration should be given to any practices, policies, or procedures found to be noncompliant through ongoing monitoring of categorical programs.

Standards, Assessment, and Accountability

Use of state and local assessments to modify instruction and improve student achievement (ESEA)

School Improvement Plan (SIP):

Edison's School Improvement Plan (SIP) around writing is led 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, a special education teacher, and the principal -- for a total of 11 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 staff 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 has 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 2-19-2019 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 2019-2020, 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. Two of our grade level teams with new teacher members are working with a consultant from Innovate Education to work on lesson design using best practices and based on the data from quarterly CFAs, CAASPP, and CAASPP Interim Assessment Blocks. This year's plan is also 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 -- especially in mathematics. 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.

Use of Data to Improve Reading and Mathematics --In addition to the CAASPP data collected as summative data in the upper grades, Edison conducts and analyzes a variety of interim reading and math assessments, some prescribed by SMMUSD and some by our own SPSSA. These data analyzed quarterly during staff meetings and in PLCs and are used at the end of each instructional year by Grade Level PLCs to map out instruction for the following year. Teams analyze the strengths and weaknesses of students and of instruction and look at how to modify instruction to improve student achievement and close achievement gaps,

Use of data to monitor student progress on curriculum-embedded assessments and modify instruction (EPC)

Common Formative Assessments are given throughout the year to progress monitor student achievement, determine which students need intervention, differentiation, or accommodations, and/or modification of instruction. We began using SIPPS (a program to develop the building blocks of phonemic awareness and phonics in English) as an intervention program. But after a year we observed that the content of the program would be beneficial to all students. So we modified core instruction in 2nd grade and are now providing the program to all students initially and as an intervention program only for those who did not meet mastery targets at the end of the first semester. This approach has worked so well that this year there were no students in 3rd grade who needed further phonics instruction.

In addition to the district required A-Reading and Fastbridge, Edison administers 1:1 reading assessments (the Fountas and Pinnell Reading Inventory in Spanish grades K-2 and in English grades 3-5 and the WRAP in Spanish in grades 3-5) are administered in the fall and at mid year to progress monitor students, assign appropriate reading materials and leveled text, and provide differentiated instruction. District math assessments and Interim Assessment Blocks in Math in the upper grades are similarly used to differentiate instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Edison teachers meet the requirements for highly qualified staff under ESEA. All Edison teachers hold BCLAD or equivalent California teaching credentials and have had prior experience teaching in dual immersion programs. Instructional Assistants also meet ESEA criteria as being highly qualified and all have passed district language proficiency exams.

Sufficiency of credentialed teachers and teacher professional development (e.g., access to instructional materials training on SBE-adopted instructional materials) (EPC)

All credentialed teachers have received training in the use of SBE-adopted instructional materials and participate in regular professional development and training through a banked time schedule. The Edison School Leadership Team (SLT) also functions as the Site's Professional Development Committee. The SLT includes a teacher leader from each grade level K-5, the Literacy Coach, one of the school's Interventionists, the Math Teacher Leader, a representative from Special Education staff, and the Principal. The SLT developed a professional development plan for 2019-2020 at the end of the last school year; it was approved by staff in June and affirmed again in September. Three out of four banked time days each month (1.5 hours per week) are planned by the site's Professional Development Committee. Other funds are made available through this SPSA to provide additional release time for professional development.

Alignment of staff development to content standards, assessed student performance, and professional needs (ESEA)

The school's professional development plan is based on an analysis of student performance on state and district assessments. It is also shaped by our district's LCAP goals, district priorities in Professional Learning Communities, Equity, RTI, Common Core Standards, and STEM. Finally, staff feedback on professional development workshops inform priorities and type of professional learning opportunities offered. The SLT also advises Site Council as to other professional development priorities to include in the SPSA.

Ongoing instructional assistance and support for teachers (e.g., use of content experts and instructional coaches) (EPC)

Edison has a full-time Literacy Coach who is available to assist teachers in implementing standards-based instruction using best instructional practices. This year she has been supporting teachers in learning to use Readers and Writers Workshop and Words Their Way a District Initiative to improve students' academic vocabulary, spelling and along with one other teacher, piloting a vocabulary toolkit. She assists teachers with assessment and data analysis and developing and overseeing the school's Tier III interventions. Edison also has a Math Teacher Leader who sits on the School Leadership Team to provide input on math instruction and assist with professional development. This year we are designing instruction in grade level PLCs to continue writing instruction during math instruction.. Edison also has 2 FTE Interventionists -- one full time teacher who specializes in intervention in English, a part-time Spanish reading interventionist, and a part-time interventionist who can provide intervention support in Spanish or English as needed. These individuals provide standards-based instruction for Edison's Tier III English learner population.

Teacher collaboration by grade level (kindergarten through grade eight [K–8]) and department (grades nine through twelve) (EPC)

Edison's daily schedule and professional development time is designed to facilitate grade-level collaboration. There are three classes at each grade level from K-5th grade and all have common planning and prep time each day. Time is also provided at the beginning of the year and periodically during the year for common grade level planning, identifying SMART Goals and power standards, and for the collection and analysis of common assessment data. Approximately every six weeks during banked time, grade level teams meet to review student data and talk about how to fine tune Tier II interventions and differentiate core instruction for the needs of all learners.

Teaching and Learning

Alignment of curriculum, instruction, and materials to content and performance standards (ESEA)

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

Adherence to recommended instructional minutes for reading/language arts and mathematics (K–8) (EPC)

The school/district allocates adequate instructional time as recommended on page 290 of the California Reading/Language Arts (RLA) Framework for the locally-adopted, standards-aligned, basic core programs for RLA/ELD and Math. This time is given priority and protected from interruptions.

Lesson pacing schedule (K–8) and master schedule flexibility for sufficient numbers of intervention courses (EPC)

Edison staff work from district curriculum maps and pacing plans, modifying them as needed to fit the needs of an immersion program. The school master schedule is built to allow for daily common planning time at each grade level. Instructional Assistant schedules are coordinated so that they occur during instructional blocks for literacy or math. Spanish and English reading intervention teachers coordinate push-in and/or pull-out services in reading so that students are also present for core literacy instruction by teachers unless they are providing Tier III replacement instruction. Additional instructional assistant time is provided to assist during intervention blocks and/or classes heavily impacted with Tier III students. Some intervention classes are scheduled before school or overlapping with the beginning of the school day by only 15 or 30 minutes and some intervention services are provided after the end of the school day. We organize the schedules of the bilingual instructional aides that we hire so that some of these aides can work from 3:00-4:00 pm in the afternoon under the supervision of the Literacy Coach to provide after school support services to students in the RTI program. This year reading and language development intervention instruction is available for Tier III students at all grade levels, K-5.

Availability of standards-based instructional materials appropriate to all student groups (ESEA)

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

Use of SBE-adopted and standards-aligned instructional materials, including intervention materials, and for high school students, access to standards-aligned core courses (EPC)

Core instructional materials are SBE-adopted and district approved and standards-aligned. Supplemental materials (such as Teachers College Readers and Writers Workshop Units of Study) and other intervention materials are standards aligned.

Opportunity and Equal Educational Access

Services provided by the regular program that enable underperforming students to meet standards (ESEA)

Our first emphasis at Edison is on providing strong Tier I classroom instruction that faithfully follows the dual immersion model. We also emphasize research-based best instructional practices and use of student data to modify and target instruction. When this is in place, with differentiation in time, methods, materials and assignments as needed, ALL students benefit.

However, recognizing the fact that children acquire a second language, and develop math and reading skills at different rates, the school also invests resources in offering and strengthening Response to Intervention and Instruction (RTI2) to enable underperforming students to meet standards. We also use Professional Learning Communities (PLC) structures to make the collection and analysis of student data a regular part of the school program. ELD and Literacy Coaches are deployed to help teachers craft rigorous and differentiated instruction in reading, writing, integrated ELD and language arts. The math coaches work with grade levels to help them develop math instruction that includes math talk/integrated ELD and CGI problems with different entry points.

School protocol is to conference with parents of students who are not yet achieving standards and develop academic improvement plans with things that will happen at school and at home, and provide periodic follow ups and adjustments at regular intervals. Most resources are invested in strengthening students as readers and writers in both languages.

To supplement what can be done in Tier I instruction in the regular classroom, Site Council invests SPSA funds from Title I to supplement what the district-funded reading interventionist provides to students lagging in English reading in grades two and three by offering targeted small group instruction and providing support for children in danger of becoming long-term English learners (LTELS). These teachers provide additional services to help lagging students close achievement gaps. The Site plan makes possible the following personnel to provide supplemental intervention services:

- * A part-time Spanish Reading teacher to support readers in grades K-1-2 providing targeted small-group reading intervention services. This staff member also provides training and supervision of a 1:1 instructional intervention assistant for Kinder, and parent workshops and coaching for how to support early readers.
- * A part-time English reading intervention teacher to provide before and during school reading and writing intervention support to 4th and 5th graders needing Tier III instruction.
- * Additional curriculum materials and self-paced technology programs as needed to provide students with appropriately targeted materials to accelerate their learning.

Evidence-based educational practices to raise student achievement

Edison staff use research-based instructional strategies, including high impact literacy intervention tools (SIPPS, LLI), Cognitively Guided Instruction (CGI) for math as well as strategies for English Learners (including the E3D program) to meet the needs of students and increase achievement. Our classroom practices begin with careful unpacking of the standards in grade level PLCs. Working with the ELD standards is part of this work since all our students are second language learners at one time or another of the instructional day. We develop instruction based on data about student needs, with clear expectations and embedded assessment. Direct instruction is organized into tight mini-lessons with many opportunities for student participation and interaction to build both student engagement and opportunities to practice academic language. They make systematic use of visual representations and use Thinking Maps across the curriculum, engage students in goal setting and reflection on progress toward goals and work to provide comprehensible input. Professional development has focused on the research and recommendations of Fullan, Marzano, Hattie, Kinsella, Reeves, DuFours, Calkins, Resnick, and others.

Parental Engagement

Resources available from family, school, district, and community to assist under-achieving students (ESEA)

Edison provides a variety of services to help parents be active partners in improving student achievement. The district provides a full-time bilingual community liaison to inform, support, and involve parents. The City of Santa Monica provides a school counselor through Family Services of Santa Monica for short- and longer-term student and family counseling. Funding through Edison's SPSA provides several workshops each year targeted to increase parent understanding of behaviors and conditions that affect school function (ADHD, Anxiety, etc.) Family Services of Santa Monica provides workshops and parenting classes in both languages to support families with parenting skills. The school, through its Title I grant provides workshops for parents to learn more about early reading development, how to support emergent readers, and how to understand and support children with math in the common core. The School's ELAC offers monthly parent meetings that provide information about parenting, partnering with the school, understanding the process of language acquisition, holding effective parent conferences, understanding report cards, etc. Edison's PTA provides support for an annual School Smarts Academy that works with a cohort of 25-30 parents each year on leadership development, understanding the public school system and how to be effective advocates for improved educational opportunities. Finally, the PTA also provides some support for child care for evening parent workshops. Edison parents are also a group with very high volunteerism. This year approximately 280 parents have participated in the school's parent volunteer training and screening program and are authorized to volunteer in classrooms and assist with learning activities in classrooms.

Involvement of parents, community representatives, classroom teachers, other school personnel, and students in secondary schools, in the planning, implementation, and evaluation of ConApp programs (5 California Code of Regulations 3932)

n/a

Funding

Services provided by categorical funds that enable underperforming students to meet standards (ESEA)

SMMUSD and Edison provide many resources to directly assist under-achieving students in a school-wide RTI Program. The district provides support for a full-time Literacy Coach, and a full-time ELD/Reading Intervention Teacher. Edison also devotes site funds to hire a part-time Spanish Reading Intervention Teacher and a part-time English Reading Intervention teacher and designates some of its instructional assistants to assist the intervention program -- providing 1:1 reading tutoring to lagging Kindergartners, before school use of Lexia Reading and Kid Biz in the computer lab, and after school use of ST Math, Kid Biz and Lexia Reading in the computer lab.

RTI efforts are coordinated by our Literacy Coach, who supervises the collection and analysis of quarterly assessment data and data team meetings by grade level teachers. Classroom Teachers and parents develop Academic Success Plans for students who have not yet met or exceeded grade level standards, describing differentiated instruction in class, and extra support to be provided in the classroom, at school, and at home. These plans are reviewed in three month intervals to monitor progress and adjust strategies as needed.

Through Edison's Title I program, the school provides a half-time Spanish reading teacher, a part-time English reading teacher, and supplements the time provided by one of the reading teachers to allow her to offer before and after-school intervention services. With Title I and Stretch Grant Funds, the school also purchases on-line learning resources designed to help close achievement gaps. Edison purchase programs that can be used to both remediate and accelerate (self-paced) student achievement. We choose programs that can be accessed at school and at home and on devices other than simply computers.

Finally, Edison dedicates resources in the site plan to strengthen professional development and PLC work, provide supplementary materials for targeted reading intervention in Spanish and to enhance the amount of leveled reading available in Spanish, and to supplement reading assessments to examine the progress of older learners in Spanish.

Fiscal support (EPC)

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Throughout the year, Site Council reviewed the implementation of the 2018-2019 SPSA, received regular updates about the SIP in Writing, and discussed problems of practice, Site Council divided into teams to review the implementation of various goals and make recommendations for next steps. Site Council parent members participated in a learning walk of classrooms to see the various programs and strategies funded by the SPSA in action. Site Council also conducted an annual parent survey in spring 2019 and analyzed the survey responses and parent comments to determine whether the school was meeting its goals to support an informed parent community that felt the campus was safe, expectations were high, and parents understood what their children were expected to learn. The Site Council Parent Survey team briefed the full site council on findings from the survey and prepared a summary for the wider community. Data from the California Healthy Kids from 2019-2019 and Olweus Survey data from 2019 were also reviewed to determine social emotional needs, concerns about bullying and engagement.

To determine adjustments or changes needed for this year's SPSA, the School Leadership Team and the full faculty also reviewed achievement data quarterly at staff meetings, and SIP data in monthly SLT meetings to monitor student progress and look for what adjustments might be needed in instructional and assessment practices. The SLT and the full faculty reviewed preliminary CAASPP data to identify areas of growth and areas of need. At June and August SLT meetings, and faculty meetings in August and September, we looked at achievement by subject matter area (ELA and Math) by Grade Level, by significant populations, and as compared to the previous year. Data were also shared and discussed with Site Council in August and September and data for English learners was analyzed by the school's EL PLC, which also made recommendations for some revisions in instructional priorities (EL Learning Walks, scaffolding the SIP work in math next year to include effective strategies for ELs, and the focus in language and grades for Tier III interventions and Tier II afterschool supports.

ELAC was formally consulted in February 13, 2019 and these recommendations were put into writing on May 8 and shared with Site Council at its May 2019 meeting. 2018-2019 Achievement Data was shared with ELAC along with draft objectives, strategies and programs to address needs on October 16, 2019 and ELAC submitted written recommendations to Site Council which were shared at its October 16 meeting. Conversation about Implementation and parent needs is also on-going as either the Principal or the Interventionist and a Site Council Parent member regularly attend ELAC meetings to share information, answer questions, promote activities, etc. A Town Hall Briefing the 2019-2020 preliminary data was held to share data and gather input on needs was held on October 23, and a data briefing was also incorporated into the Principals Report at the October PTA meeting

Changes in safety policies were developed with input from our school resource officers, faculty, and the parent community. During the 2019-2019 school year, two town hall meetings were held to discuss means to increase safety at pick up and drop off. A parent survey was conducted and data used to inform the decision to maintain a parent waiting area on campus while closing the Kansas Gate to parent entries. The Parent Handbook was updated with the new plans and that section distributed prior to the beginning of the school year, discussed at Back to School Night and at the first PTA and ELAC meetings.



School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
American Indian	0.5%	0.45%	0.46%	2	2	2
African American	2.9%	3.13%	3.42%	13	14	15
Asian	2.9%	2.24%	2.51%	13	10	11
Filipino	0.5%	0.22%	0.23%	2	1	1
Hispanic/Latino	71.2%	65.32%	61.28%	319	292	269
Pacific Islander	%	%	%			
White	21.7%	27.74%	30.98%	97	124	136
Multiple/No Response	0.2%	0.22%	0.23%	1	1	1
Total Enrollment				448	447	439

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	16-17	17-18	18-19
Kindergarten	84	91	95
Grade 1	72	68	72
Grade 2	71	70	66
Grade3	71	70	68
Grade 4	77	72	67
Grade 5	73	76	71
Total Enrollment	448	447	439

Conclusions based on this data:

1. Edison enrollment has grown very slightly over the last three years. In large part, this is due to the inclusion of one classroom of Transitional Kindergarten which began small in 2016-2017 and has grown to be fully enrolled since that time.
2. Enrollment is comparable at each grade level. In TK-3, enrollment is capped at 24:1 per class. More students can be enrolled in upper grades, but even then class size averages are generally 25:1 or 26:1.
3. Enrollment by race/ethnicity is predominately Hispanic/Latino. However the proportion of Hispanic/Latino students had declined over three years from approximately three-quarters to approximately two-thirds. While the numbers and percentages of African American and Asian students have remained stable, the population of White students has grown over three years from 17.6% to 27.74%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	16-17	17-18	18-19	16-17	17-18	18-19
English Learners	138	149	143	30.8%	33.3%	32.6%
Fluent English Proficient (FEP)	125	114	120	27.9%	25.5%	27.3%
Reclassified Fluent English Proficient (RFEP)	8		11	6.4%	0	7.4%

Conclusions based on this data:

1. About one-third of Edison students are English learners. The numbers have increased slightly each year over the last three years. However, the model and practices in the original Edison program were developed for a student population that was 50% English learners. As the percentage of English Learners has declined over the years, the number of children who are bilingual at entry has increased.
2. About a quarter of Edison students are now FEP -- having some exposure to another language on their home language survey but being themselves fluent English speakers.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	68	68	72	68	68	72	68	68	100	100	100
Grade 4	75	72	67	75	72	67	75	72	67	100	100	100
Grade 5	73	76	71	73	76	71	73	76	71	100	100	100
All Grades	220	216	206	220	216	206	220	216	206	100	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2475.	2459.	2471.	43.06	39.71	45.59	26.39	22.06	20.59	20.83	23.53	23.53	9.72	14.71	10.29
Grade 4	2514.	2530.	2518.	41.33	51.39	43.28	28.00	27.78	25.37	20.00	13.89	22.39	10.67	6.94	8.96
Grade 5	2565.	2566.	2575.	46.58	40.79	56.34	34.25	40.79	23.94	10.96	7.89	9.86	8.22	10.53	9.86
All Grades	N/A	N/A	N/A	43.64	43.98	48.54	29.55	30.56	23.30	17.27	14.81	18.45	9.55	10.65	9.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.44	36.76	50.00	36.11	50.00	33.82	19.44	13.24	16.18
Grade 4	38.67	44.44	43.28	48.00	45.83	47.76	13.33	9.72	8.96
Grade 5	41.10	39.47	46.48	49.32	50.00	42.25	9.59	10.53	11.27
All Grades	41.36	40.28	46.60	44.55	48.61	41.26	14.09	11.11	12.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.72	29.41	27.94	56.94	47.06	64.71	8.33	23.53	7.35
Grade 4	30.67	43.06	29.85	60.00	48.61	65.67	9.33	8.33	4.48
Grade 5	54.79	53.95	59.15	41.10	40.79	35.21	4.11	5.26	5.63
All Grades	40.00	42.59	39.32	52.73	45.37	54.85	7.27	12.04	5.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	27.94	32.35	58.33	57.35	58.82	8.33	14.71	8.82
Grade 4	33.33	36.11	40.30	57.33	56.94	55.22	9.33	6.94	4.48
Grade 5	31.51	32.89	32.39	60.27	56.58	59.15	8.22	10.53	8.45
All Grades	32.73	32.41	34.95	58.64	56.94	57.77	8.64	10.65	7.28

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	35.29	42.65	43.06	57.35	41.18	6.94	7.35	16.18
Grade 4	40.00	47.22	32.84	53.33	48.61	49.25	6.67	4.17	17.91
Grade 5	60.27	60.53	49.30	32.88	31.58	42.25	6.85	7.89	8.45
All Grades	50.00	48.15	41.75	43.18	45.37	44.17	6.82	6.48	14.08

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,. In the 90-10 dual immersion model, formal reading and writing in English does not begin until Grade 2, so there is reason to expect that scores in English Language Arts would increase with each year of exposure to instruction in English. Further, with each year in 2-5th grades, the percentage of instruction offered in English grows. 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. Edison's mean scaled scores in English Language Arts by grade level have remained relatively static between 2015-16 and 2017-18.
2. Between 2015-16 and 2017-18, between 80-82% of Edison 5th graders met or exceeded standards in English Language Arts.. There are small numbers of students who are working below standards in English. While the percentage of students who score above, at or near standards is similar by 5th grade across all four domains of English language arts, producing clear and purposeful writing has become a strength -- with approximately 95% of 5th graders above, at, or near standards and only approximately 5% working below standards.
3. While the percentage of students reading below grade level standards has declined each year over three years, in 2017-18, there were still an average of 11% of students reading below grade level across 3rd, 4th and 5th grades. Individual scores indicate that a high proportion of these students are also English Learners and/or children with learning disabilities.
Students identified by this indicator (and other measures of reading) are identified as Tier III students and receive reading intervention support. Edison also offers an intensive English program for upper grade English Learners -- whose lowest scores tend to be on the reading subtest. Efforts to strengthen Tier I and Tier II instruction and the effectiveness of the reading intervention programs have reduced the number of students eligible for such services each year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	68	68	72	68	68	72	68	68	100	100	100
Grade 4	75	72	67	75	72	67	75	72	67	100	100	100
Grade 5	73	76	71	73	76	71	73	76	71	100	100	100
All Grades	220	216	206	220	216	206	220	216	206	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			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2473.	2458.	2453.	36.11	30.88	32.35	38.89	35.29	25.00	20.83	22.06	23.53	4.17	11.76	19.12
Grade 4	2513.	2523.	2500.	25.33	33.33	26.87	34.67	33.33	28.36	40.00	29.17	35.82	0.00	4.17	8.96
Grade 5	2575.	2571.	2555.	53.42	47.37	47.89	19.18	32.89	15.49	16.44	14.47	21.13	10.96	5.26	15.49
All Grades	N/A	N/A	N/A	38.18	37.50	35.92	30.91	33.80	22.82	25.91	21.76	26.70	5.00	6.94	14.56

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	48.61	41.18	41.18	38.89	41.18	30.88	12.50	17.65	27.94
Grade 4	33.33	48.61	37.31	57.33	36.11	37.31	9.33	15.28	25.37
Grade 5	61.64	60.53	56.34	26.03	27.63	23.94	12.33	11.84	19.72
All Grades	47.73	50.46	45.15	40.91	34.72	30.58	11.36	14.81	24.27

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		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.83	32.35	23.53	43.06	45.59	58.82	11.11	22.06	17.65
Grade 4	32.00	27.78	31.34	58.67	61.11	47.76	9.33	11.11	20.90
Grade 5	53.42	42.11	45.07	34.25	51.32	36.62	12.33	6.58	18.31
All Grades	43.64	34.26	33.50	45.45	52.78	47.57	10.91	12.96	18.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.83	36.76	38.24	50.00	51.47	48.53	4.17	11.76	13.24
Grade 4	37.33	47.22	35.82	60.00	44.44	49.25	2.67	8.33	14.93
Grade 5	49.32	36.84	36.62	42.47	55.26	46.48	8.22	7.89	16.90
All Grades	44.09	40.28	36.89	50.91	50.46	48.06	5.00	9.26	15.05

Conclusions based on this data:

1. Overall math scores are lower at Edison than are English Language Arts scores. This is true at each grade level, grades 3-5. This is also true for the District and for the State of California. Scores over the three years presented in this data had little variability by year or grade, until 2017-2018, when 5th grade scores grew from 69% and 62% exceeding or met standards, to 80% of fifth graders scoring in these two categories. It's a substantial gain but could be due to a one-year variation in cohorts. Average scaled scores remained about the same by grade level over the three years.
2. 13-15% of students continue to work below grade level in both Concepts and Procedures and Problem Solving & Modeling/Data Analysis.
3. Preliminary Data from 2018-2019 indicate a substantial drop in math scores -- especially pronounced for English learners. Data over three years had showed growth in math scores and a narrowing of the math achievement gap between all 3-5th graders and 3-5 graders who are EL. However, in 2018-2019 scores for EL's dropped significantly -- to a level below the state average scores. Overall math scores also declined. Trying to determine the reasons that may have contributed to this drop, staff have analyzed longitudinal data, individual data, grade-by-grade and teacher-by-teacher scores. We also looked at which specific items on the math exam where scores declined for most students (measurement and geometry), and the larger areas with declines (concepts and procedures and problem solving). We also examined what might have been different in the 2018-2019 cohort, teachers, and administration. From this analysis we concluded that there steps that we could take to ensure that Tier I core instruction is strong across classrooms and grade levels and other areas where professional development in the math domains with the lowest scores. So, this plan includes professional development, professional learning community (PLC) time devoted to mathematics, and math learning walks to make sure that all teachers are well grounded in grade level math standards, are using best practices, are following district pacing plan, and are devoting sufficient instructional time to math. We also decided that our SIP will stretch to include supporting writing during math instruction and next year the SIP will focus on mathematics. We also determined that during test administration, we made wide use of the stacked translation feature of the test (instruction appear on the screen in both Spanish and English). It may well have been too much text for students to deal with and this year we plan to restrict the use of the translations only to those students who are still limited in English proficiency. We also decided to identify those English learner students and others with the lowest math scores and provide an after school math tutoring option designed to meet their specific math needs.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1455.7		1472.2		1417.0		40	
Grade 1	1481.3		1508.9		1452.9		23	
Grade 2	1499.1		1513.2		1484.5		24	
Grade 3	1529.9		1546.0		1513.2		19	
Grade 4	1547.3		1552.3		1541.9		18	
Grade 5	1555.6		1560.3		1550.5		12	
All Grades							136	

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.50		37.50		*				40	
1	52.17		*		*		*		23	
2	*		54.17		*				24	
4	61.11		*		*				18	
All Grades	45.59		41.18		12.50		*		136	

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.00		30.00		*				40	
1	91.30		*				*		23	
2	75.00		*		*				24	
4	88.89		*						18	
5	91.67		*						12	
All Grades	74.26		22.79		*		*		136	

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.50		*		40.00		*		40	
All Grades	27.21		28.68		29.41		14.71		136	

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	90.00		*				40		
1	86.96		*		*		23		
2	75.00		*				24		
3	*		63.16		*		19		
All Grades	70.59		27.94		*		136		

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	50.00		47.50		*		40		
1	73.91		*				23		
2	79.17		*				24		
3	84.21		*				19		
4	94.44		*				18		
5	100.00						12		
All Grades	74.26		25.00		*		136		

Reading Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	*		67.50		*		40		
1	52.17		*		*		23		
2	*		58.33		*		24		
3	*		63.16		*		19		
4	*		61.11		*		18		
All Grades	32.35		52.94		14.71		136		

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.00		47.50		*		40	
1	*		65.22		*		23	
2	*		83.33		*		24	
3	*		68.42		*		19	
All Grades	27.94		59.56		12.50		136	

Conclusions based on this data:

1. Edison has very few students who score Level 1 or Level 2 on the ELPAC. Even in the early grades, most students enter Edison with Level 3 or Level 4 skills.
2. Oral language skills are particularly strong at all grade levels. Only in Kindergarten are there students who have somewhat/moderately developed skills.
3. Reading and writing skills develop more slowly in students who are still classified as English learners. The charts above do not show disaggregated data for 5th graders or for most 4th graders because their numbers are so small that privacy would not be protected if the scores were disaggregated.

School and Student Performance Data

Student Population

This section provides information about the school's student population.

2017-18 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
447	41.2%	33.3%	This is the percent of students whose well-being is the responsibility of a court.
<p>This is the total number of students enrolled.</p> <p>This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.</p> <p>This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.</p>			

2017-18 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	149	33.3%
Socioeconomically Disadvantaged	184	41.2%
Students with Disabilities	43	9.6%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	14	3.1%
American Indian	2	0.4%
Asian	10	2.2%
Filipino	1	0.2%
Hispanic	292	65.3%
Two or More Races	3	0.7%
White	124	27.7%






Conclusions based on this data:

- Two-thirds of Edison students are Hispanic/Latino, slightly more than a quarter are White. The proportion of White students has been growing over the last several years while the proportion of African American and Asian students remains small and stable.
- As one would anticipate in a dual language program, a large proportion of the Edison population are English learners. Approximately one-third of the student population is still limited in its English proficiency. However, another 20% of the student population is already bilingual and most English learners score at Levels 3 and 4.
- Over 40% (41.2%) of Edison students are from homes with low-socioeconomic status and the school is able to operate a Title I Schoolwide Program because of that percentage.

School and Student Performance Data

Overall Performance

2018 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Blue	Chronic Absenteeism  Yellow	Suspension Rate  Green
Mathematics  Green		
English Learner Progress  No Performance Color		

Conclusions based on this data:

1. The 2018 Fall Dashboard overall performance for all students shows that English Language Arts performance was very high and Mathematics achievement was high.
2. Suspension rates are rated as Green -- which in this case indicates that rates are low enough for the indicator to be considered positively in the high range.
3. Area of concern is Chronic Absenteeism which although is rated in the medium range, also declined over last year. The is localized in just a few students who have not responded to efforts to improve their on-time arrivals or unexcused absences. These students are clustered in the lowest grades.

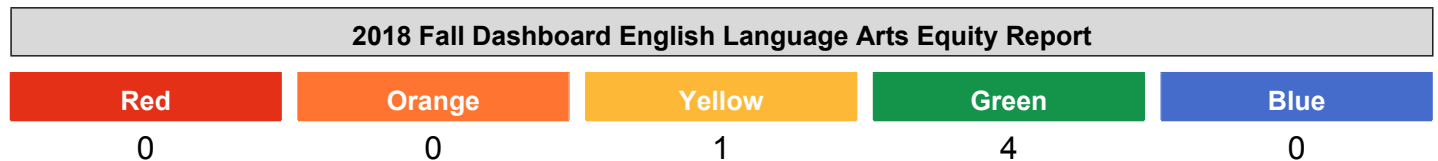
School and Student Performance Data

Academic Performance English Language Arts







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Blue 50.3 points above standard Maintained 0.4 points 216 students	English Learners  Green 9.9 points above standard Increased 3.7 points 60 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 18.8 points above standard Maintained 1.3 points 100 students	Students with Disabilities  Yellow 0.3 points above standard Declined -17.7 points 35 students

2018 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	Filipino  No Performance Color 0 Students
Hispanic  Green 35.4 points above standard Maintained 1.2 points 160 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	Pacific Islander  No Performance Color 0 Students	White  Green 98.1 points above standard Declined -8.3 points 39 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner 6 points below standard Declined -8.9 points 49 students	Reclassified English Learners 80.5 points above standard 11 students	English Only 59.4 points above standard Increased 4.1 points 103 students
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Conclusions based on this data:

- Achievement data on the 2018 CAASPP indicates that for all major student groups, Edison students posted scores above standard -- for some populations, (students with disabilities) slightly above standards, but for others (all students) over 50 points above standard. Compared to past year's scores, Edison maintained standards for all students and for socio-economically disadvantaged students. Scores for English Learners improved by 3.7 points over past year's performance, posting scores 9.9 points above standards.
- When scores are disaggregated by race and ethnicity, Edison has two groups of students with numerically significant populations -- Hispanics and Whites. Both groups posted scores substantially above standards: 35.4 points for Hispanic students and 98.1 points for White students. While scores for Hispanic students were maintained over past year's scores (growing by 1.2 points), scores for White students declined by 8.3 points over the past year. The growth in scores in English Language Arts for English learners in 2018 was part of three-year gains and produced the smallest gap between ELs and all students since the school first began administering the CAASPP.
- With respect to English Learners, the group with the highest scores (80.5 points above standards) are our Reclassified English Learners, outscoring our English Only students (59.4 points above standard -- although it was the latter group that posted an increase of 4.1 points. Regrettably, scores for English Learners in 2018 declined by 8.9 points and ended up as a group of these 49 students being 6 points below standards. While for several years Edison's Reclassified English Learners have outscored its English only students, care should be taken in extrapolating from this data since the number (11 students) is relatively small.

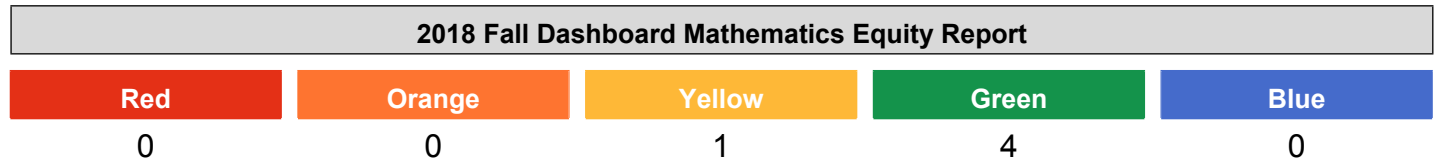
School and Student Performance Data

Academic Performance Mathematics







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 35.2 points above standard Declined -3.1 points 216 students	English Learners  Green 10.4 points above standard Increased 9.4 points 60 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 14.9 points above standard Maintained 1 points 100 students	Students with Disabilities  Yellow 3.9 points below standard Declined -23.7 points 35 students

2018 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7 students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 23.7 points above standard Maintained -2.2 points 160 students	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students	 No Performance Color 0 Students	 Green 69.2 points above standard Declined -18.3 points 39 students

This section provides a view of Student Assessment Results and other aspects of this school's performance, specifically how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance on the Smarter Balanced Summative Assessment, which is taken annually by students in grades 3–8 and grade 11.

2018 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
0.3 points below standard Maintained 1.5 points 49 students	58.1 points above standard 11 students	38.4 points above standard Declined -7.7 points 103 students

Conclusions based on this data:

- 2018 CAASPP data for mathematics yielded scores above standards for all significant student population groups with the exception of students with disabilities. The 216 3-5th grade students in the All Students category posted scores that were 35.2 points above standards, but this represented a small decline of 3.1 points over the past year. However, scores for ELs in math showed similar gains as for ELs in English Language Arts. This group of 60 3-5th grade students, scored 10.4 points above standard -- a gain of 9.4 points over the past year. Socioeconomically disadvantaged students also scored nearly 15 points above standard -- maintaining their performance from the prior year by growing by 1 point. The area of concern in these data are the scores of students with disabilities. While as a group they scored within 3.9 points of standard, this represented a decline of 23.7 points over the prior year. It should be noted for all groups that these are different students from the year before, but especially for students with Disabilities, the nature and extent of the disability can vary significantly from cohort to cohort.
- With respect to CAASPP math scores by race and ethnicity, both numerically significant groups (Hispanics and Whites) posted scores above standard. Hispanic students were 23.7 points above standard and maintained their classification of Green by declining a scant 2.2 points over the past year. White students scored 69.2 points above standard but their scores represented a decline of 18.3 points over the past year.
- The scores of English learners again indicate that Reclassified English Learners (while small in number) posted the highest scores above standard (58.1), outscoring the larger group of English Only students who scored only 38.4

points above standard and defined 7.7 points over the prior year. Scores for current English learners were just slightly below standard (0.3 points) and with a slight increase of 1.5 points over the past year maintained their status.

School and Student Performance Data

Academic Performance English Learner Progress

This section provides a view of the percent of students performing at each level on the new English Language Proficiency Assessments for California (ELPAC) assessment. With the transition ELPAC, the 2018 Dashboard is unable to report a performance level (color) for this measure.

2018 Fall Dashboard English Language Proficiency Assessments for California Results				
Number of Students	Level 4 Well Developed	Level 3 Moderately Developed	Level 2 Somewhat Developed	Level 1 Beginning Stage
136	45.6%	41.2%	12.5%	0.7%

Conclusions based on this data:

1. While this is the only year for which LPAC data are available, the scores confirm recent trends in English proficiency among Edison students. That is, there are very few students (0.7%) who enter Edison with Level 1 or Beginning Stage English skills, and few (12.5%) who are at Level 2, Somewhat Developed.
2. Nearly all Edison students scored Level 4, Well Developed (45.6%) or Level 3, Moderately Developed (41.2%). These students, while still needing designated ELD, can also benefit from a focus on the English Language Arts Standards and strong Integrated ELD. Most of those with Level 4 LPAC skills can also meet the CAASPP criteria for reclassification by their 4th or 5th grade year. Those who reach the upper grades with Level 3 proficiency typically need more intensive intervention. The school provides E3D intervention classes for these groups, usually before or after school to avoid more time away from core classroom instruction.
3. Overall, Edison is serving more EL students who have moderately developed or well developed English skills upon arrival at Edison, reflecting the higher number of students who enter Edison with some degree of bilingualism. However, the population at entry (TK, K and a few students entering at other grades) varies each year as Edison draws students from a variety of SMMUSD neighborhoods and from other cities in LA County. Overall, SMMUSD is not home to as many recently arrived Spanish speaking immigrants and many of our EL students are US citizens at birth but live in homes where parents are Spanish speakers and are the first generation to have lived in the US. Thus, our teachers need to be skilled at both designated and integrated ELD, ELD standards and bridging to ELA standards.

School and Student Performance Data

Academic Performance College/Career

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2018 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

2018 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2018 Fall Dashboard College/Career 3-Year Performance		
Class of 2016	Class of 2017	Class of 2018
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

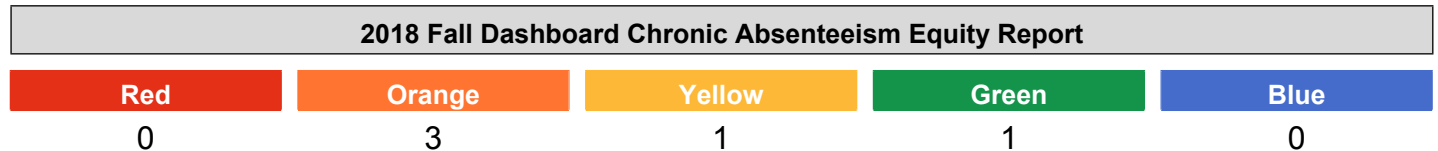
School and Student Performance Data

Academic Engagement Chronic Absenteeism







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 4.2% chronically absent Increased 1.8% 450 students	English Learners  Orange 5.4% chronically absent Increased 3.2% 148 students	Foster Youth  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students
Homeless  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	Socioeconomically Disadvantaged  Orange 4.6% chronically absent Increased 3.2% 197 students	Students with Disabilities  Orange 7.7% chronically absent Increased 7.7% 52 students

2018 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American  No Performance Color 6.7% chronically absent Increased 6.7% 15 students	American Indian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2 students	Asian  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 10 students	Filipino  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1 students
Hispanic  Yellow 4.4% chronically absent Increased 2.2% 294 students	Two or More Races  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 4 students	Pacific Islander  No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0 students	White  Green 4% chronically absent Maintained 0% 124 students

Conclusions based on this data:

1. While the numbers are small, Edison students overall had a higher percentage of students who were chronically absent than in 2018-2019. Approximately 19 students had chronic attendance problems.
2. Chronic absenteeism was disproportionate for English Learners (8 students), students from Economically Disadvantaged Families (9 students), and students with disabilities (4 students). These are students who are particularly vulnerable to missed instruction.
3. Edison's 124 White students maintained their rate of 4% chronic absences.

School and Student Performance Data

Academic Engagement Graduation Rate

The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance	Red	Orange	Yellow	Green	Blue	Highest Performance
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This section provides number of student groups in each color.

2018 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2018 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.

2018 Fall Dashboard Graduation Rate by Year	
2017	2018

Conclusions based on this data:

1.

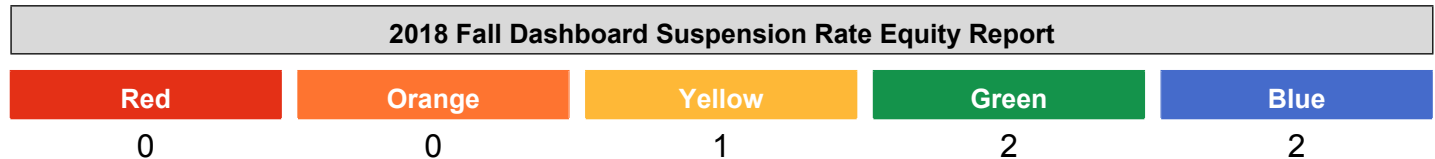
School and Student Performance Data

Conditions & Climate Suspension Rate







The performance levels are color-coded and range from lowest-to-highest performance in the following order:











This section provides number of student groups in each color.



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

2018 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students  Green 0.4% suspended at least once Increased 0.4% 453 students	English Learners  Blue 0% suspended at least once Maintained 0% 148 students	Foster Youth  No Performance Color 0 Students
Homeless  No Performance Color 0 Students	Socioeconomically Disadvantaged  Green 0.5% suspended at least once Increased 0.5% 197 students	Students with Disabilities  Blue 0% suspended at least once Maintained 0% 52 students

2018 Fall Dashboard Suspension Rate by Race/Ethnicity

African American  No Performance Color 0% suspended at least once Maintained 0% 15 students	American Indian  No Performance Color Less than 11 Students - Data 2 students	Asian  No Performance Color Less than 11 Students - Data 10 students	Filipino  No Performance Color Less than 11 Students - Data 1 students
Hispanic  Green 0.3% suspended at least once Increased 0.3% 294 students	Two or More Races  No Performance Color Less than 11 Students - Data 4 students	Pacific Islander  No Performance Color 0 Students	White  Yellow 0.8% suspended at least once Increased 0.8% 127 students

This section provides a view of the percentage of students who were suspended.

2018 Fall Dashboard Suspension Rate by Year

2016	2017	2018
0.5% suspended at least once	0% suspended at least once	0.4% suspended at least once

Conclusions based on this data:

1. Edison suspension rates are very low -- some years no students are suspended and other years only one or two. English learners and students with disabilities are the least likely to have been suspended.
2. Suspension rates are low because of a progressive discipline system that intervenes with problem behaviors before most get to the point of suspension being an option. The school uses staff problem solving and discipline conferences, conferences with the principal, calls to parents, class meetings for role play and problem solving, the use of the Student Success Team (SST), counseling referrals, and behavior plans with out of school suspension as a last resort or as an option use for behavior that is not responsive to these other methods.
3. The school also invests in a robust social emotional education program, involving students in setting class and school rules, teaching self regulation behaviors and mindfulness, using the Olweus Anti-Bullying Program, and using Responsive Classroom.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All graduates are socially just and ready for college and careers.

Goal 1

1. As compared to both 2016-2017 and 2018-2019 data, Edison 3rd-5th grade student CAASPP scores for 2019-2020 will show increased average scaled scores in English Language Arts and Mathematics. This will be true for students overall, for each grade level, and for significant subpopulations of students who have scored below the overall student score (English Learner Students, Students from Families with low socioeconomic status, Hispanic students, and students with disabilities).
2. All groups of students will continue to demonstrate growth in writing, with an increase in the percentage of students scoring "Exceeds Standards" or "Meet or are Approaching Standards" and a decrease in the percentage who score "Below Standards."
3. Maintain an attendance rate of 95% or better and reduce the following: number of unexcused absences due to long tardies and leaving more than 30 minutes early, r reduce the number of "chronic" absentees, and reduce the number of students with "manageable attendance" -- moving them to good attendance.

Identified Need

Edison had been making steady progress in raising CAASPP ELA and Math scores over the last three years and had made notable progress in closing the achievement gap for English learners. However, achievement gaps persist between the general population and students from families designated as socioeconomically disadvantaged, students who are English learners, and students with disabilities. Because the overwhelming majority of Edison ELs are also Latino, there are similar gaps between Latino and White students. Until 2018-19, Edison's scores overall and for subpopulations outpaced state scores and had earned the school a nod as a 2016 California Distinguished School, and an indication that the school has again met the achievement criteria for the 2020 program.

However, 2018-2019 data indicate that scores dropped from 2017-2018 in both ELA and Math. Further, Edison's EL were making impressive gains (moving from 43% to 62% proficient in ELA over three years and from 40% to 60% proficient in Math. In ELA, they were within 12 percentage points of the overall student population in grades 3-4-5 (the % of EL students scoring proficient of advanced in ELA grew by 26 percentage points over three years. EL students moved from a gap of 27 percentage points in 2016 to only a 10 point gap in 2018. However, in 2018-2019 scores for ELs dropped precipitously. In the case of mathematics, scores for ELs dropped by 36 percentage points to only 24% proficient or advanced and were lower than the state average for ELs. While the drop in EL scores may be partly explained by a change in policy so that ELs are now reclassified BEFORE the CAASPP rather than after the test (removing the most able group of students from that population), that does not explain the overall declines at certain grade levels and in some classes. The decline appears to be in part a problem most acutely seen in a fourth and a fifth grade class, with a smaller downturn in one third grade class. Contributing actors may have been two family leaves in these classrooms with long-term substitutes and two teachers who had medical challenges that resulted in a higher than usual rate of substitutes in their classrooms. There have been some

staffing changes since last year in grades 3-5 but we again have a family leave in one class for most of the fall.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math Scores -- % scoring proficient and advanced Writing Claim scores of Above and Near Standard	Overall ELA in 2018-19: 71% (Grades 3-5) proficient or advanced Overall Math in 2018-19: 60% (Grades 3-5) proficient or advanced Overall Writing Claims in 2018-19 (Grades 3-5) 94% above or near with 39% scoring above	Overall ELA in 2019-2020: 74% (Grades 3-5) proficient or advanced Overall Math in 2019-2020 - 65% (Grades 3-5) proficient or advanced Writing claims in 2019-2020: 90% will continue to score Above or Near with 43% scoring Above.
Attendance Data as compiled in the A2A data base 2018-19 compared to 2019-20	4.3% of Edison students were classified as having Chronic Attendance 24.3% of Edison students were classified as having Manageable Attendance 60.4% of Edison students were classified as having Satisfactory Attendance 10.8% of Edison students were classified as having Excellent Attendance	Only 2.5% of fewer of Edison students will have Chronic Attendance problems Only 22% of fewer of students will have Manageable Attendance At least 64% of students will have Satisfactory Attendance At least 13% of students will have Excellent Attendance

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in 1st and 2nd grades (and Kindergarteners in second semester) who have been identified as reading significantly below grade level based on Fountas & Pinnel and Fastbridge reading scores and teacher recommendations.

Strategy/Activity

Provide Tier III RTI Reading Intervention Program for lagging readers in Kinder, 1st -3rd grades: A .54 FTE Reading Interventionist will provide pull-out or push in services to Tier III lagging Spanish readers and a .5 FTE Reading Interventionist will provide Tier III instruction in Spanish or English to students in Kinder (Spanish), 2nd and 3rd grade so that students still receive Tier I direct reading instruction and Tier II differentiated support from the classroom teacher. Students identified by Fastbridge and F&P Reading Assessment (both in Spanish). Interventionist will progress monitor

students every 4-6 weeks and provide reports to classroom teachers. Interventionist will also train and monitor work of BIAs (Bilingual Instructional Assistants) providing push-in Tier II support, support classroom teachers in SSTs, provide training workshops in early literacy to parents, and coach parents of students in the Spanish reading intervention program. Instructional Coach will provide coaching support for classroom teachers to support differentiated reading instruction in the classroom.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
59,800.00	Title I 2019-20 Allocation 1000-1999: Certificated Personnel Salaries Salary for Spanish Reading Intervention Teacher - .54 FTE
65100.00	Title I 2019-20 Allocation 1000-1999: Certificated Personnel Salaries Salary for Spanish/English Reading Intervention Teacher - .5FTE
1000.00	Title I 17-18 Carryover 4000-4999: Books And Supplies Incentives for Before and Afterschool Intervention Programs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in grades K-5 for some programs; other programs are targeted by the age of students as explained below.

Strategy/Activity

Provide personalized on-line learning programs that will allow students to practice and extend reading and math skills in the classroom, in after school programs and at home.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3500.00	Title I 2019-20 Allocation 4000-4999: Books And Supplies Subscription to Learning Patio and Scholastic Newsletters - Grades K-1
4955.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies

	Subscription to Discovery Ed - Science Streaming video resources
19,000.00	Title I 2019-20 Allocation 4000-4999: Books And Supplies KidBiz/Achieve 3000 - Annual subscription to English and Spanish leveled non-fiction reading program for grades 2-5
5,000.00	Title I 2019-20 Allocation 4000-4999: Books And Supplies ST Math -- Annual subscription to K-5 Spatial Temporal Math Program
7000.00	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Annual subscription for Lexia Core 5 Reading Support (grades 2-5)

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Computer Equipment: 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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3500.00

Source(s)

Title I 17-18 Carryover
4000-4999: Books And Supplies
Equipment purchases

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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 in PLCs to reflect on the information from CFAs and design instruction.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
4850.00	District Funded 1000-1999: Certificated Personnel Salaries 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.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide support for the Edison School Leadership Team to work on vertical integration of writing instruction and monitoring of the School Improvement Plan

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
3610.00	District Funded 1000-1999: Certificated Personnel Salaries Funds for school business substitutes and additional hours will enable the SLT to meet as follows: August Planning -- 10 members x \$50/hr x 2 hrs = \$1000 Support for three half-day meetings in September, February, and June -- 7 members needing subs x \$90/half day sub x 3 meetings = \$1890

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide release time and support for teachers to administer Fountas and Pinnell 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. Data will be collected in Spanish and English in Grades 2-5 and in Spanish only in Grades K-1. Release time is planned as noted: K (Spanish, Jan and June) 3 teachers x \$180/day x 2 = 1080.00; 1st Grade (Spanish - 2x year x 3 teachers x \$180/day = \$1080); 2nd-5th Grades (Spanish and English 2x year x 12 teachers x 2 languages x 180/day = \$8640.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
6600.00	District Funded 1000-1999: Certificated Personnel Salaries Substitute time for fall and mid-year assessments.
1000.00	Title I 17-18 Carryover 1000-1999: Certificated Personnel Salaries Supplemental substitute time for 3-4-5 in mid-year so that Music Time is not used

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students will benefit.

Strategy/Activity

Provide release time to score comprehensive writing assessments -- for baseline data at the beginning of the year and to measure progress at the end of the year. Only Spanish writing samples will be scored in the upper grades since CAASPP also provides an English writing score. Funds to be allocated as follows: K-1-2 half day subs (\$90/day) for scoring Spanish writing assessments 2x year x 9 teachers = \$1800.00. Grades 3-4-5 (full day subs @ \$180/day x one day per year x 9 teachers = \$1800.00. Total \$3600.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1800.00	District Funded 1000-1999: Certificated Personnel Salaries Substitute time to release teachers in grade level teams to score.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1350

Source(s)

Title I 2019-20 Allocation
1000-1999: Certificated Personnel Salaries
Provide substitutes for parent meetings (SSTs, 504s, and IEPs) that need more time due to language, complexity, or frequency.
Approximately 15 half day subs.

1620.00

District Funded
1000-1999: Certificated Personnel Salaries
The Special Education Office has authorized the equivalent of one sub day per month for IEPs.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide Summer Reflection and Planning Institute to assist grade level teams to fine tune their power standards and instructional strategies for 2020-2021 based on reflection on the successes and struggles of the 2019-2020 school year. Include support for 20 FTE teachers; each SAI teacher to meet with three grade level teams (6 meetings) as well as incorporating the interventionists in Language Arts meetings (K-1-2-3 meetings) and the Instructional Coach (one grade level meeting). Total of 29 individuals for Language Arts x 3 hrs x \$50/hr and 27 individuals for math x 3 hrs x \$50/hr = \$8400.00

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

8400.00

Source(s)

Title I 2019-20 Allocation
1000-1999: Certificated Personnel Salaries

Provide two half days for teacher teams, SAI teachers, coaches, interventionists and special education teachers.

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Maintain library and literature collections that can support readers and classrooms in both languages.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

431.85

Source(s)

American Book Drive
4000-4999: Books And Supplies
Replace old or damaged materials and add additional selections to the collection

2180.00

Site Formula Funds
4000-4999: Books And Supplies
New and replacement books, text replacements, workbooks and library supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide compensation for 10 hours for the Math Teacher Leader to coach and support the afterschool math support program. The program will be provided by a Bilingual Instructional Assistant as part of his regular working hours.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

500.00

Source(s)

Title I 2019-20 Allocation
1000-1999: Certificated Personnel Salaries
Support for Math Teacher Leader to support afterschool math program.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide support for PLC work around math instruction. Half-day PLC work for all grade levels K-5 to accomplish the following: 1) Identify consistent essential standards and planning to follow pacing plans; and 2) defining essential instructional elements to support instruction for second language learners. (Two half-day subs for 18 teachers --\$3240.00) To provide a Lesson Link opportunity to design and deliver instruction to two self selected grade levels -- a primary and an upper grade team. (6 teachers and subs to support half day for planning and a full day for implementation and revision -- \$1620.)

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4860.00

Source(s)

Title I 2019-20 Allocation
1000-1999: Certificated Personnel Salaries
Provide release time for PLCs to work on math pacing and standards and support a Lesson Link for two grade levels

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

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. Allocations include 20 FTE teachers, 2.0 FTE Interventionists, 3 FTE SAI Teachers and SLP; .5 FTE Psychologist, 1 FTE Counselor, 1 Instructional Coach = 27.5 FTE = 11,000; Additional \$6,000 supports schoolwide supplies.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

17,000.00

Source(s)

Site Formula Funds
4000-4999: Books And Supplies
Annual Supplies Allocations

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The Spanish and English reading intervention programs supported by the 2018-2019 SPSA operated as intended. The Reading Intervention program in Spanish served all students identified as Tier III in the general education program grades 1 and 2. A second semester reading intervention for Kindergartners served the six kindergarten students who teachers identified as not having the skills to succeed in first grade. The English reading intervention program served all Tier III students in the general education program in grades 2,3,4 and 5. Students with IEPs who had reading goals were served in their SAI classes; those without reading goals and with Tier III reading deficits were served through the intervention program. Books and materials for the library were provided. Substitutes were provided as needed to allow for clustered IEP, 504, and Student Success Team meetings so that the longer meetings that are often needed can occur during the school day. Technology licenses were renewed as planned, with the Edison PTA providing funding for Achieve 3000/KidBiz. Substitutes were used for SLT Meetings, The math support activities did not happen as planned.

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

We had budgeted for an after school math tutoring program which would have provided each teacher with some funding to work with selected students after school. However, as we worked to put this program together we had a significant number of teachers who found that they could not take on additional before or after school duties. Some had health issues, others were on family leave, some had other commitments. Thus, we were faced with a very uneven set of opportunities if we went forward with this plan. Site Council decided to reallocate those funds to professional development in the area of Social Emotional Education by contracting with Responsive Classroom for a summer institute. We were able to reduce costs by about half by inviting other SMMUSD schools to send teachers and then sharing the cost among four different schools. Similarly, because of lack of teacher availability, we had to pass on the plan to provide after school math workshops for parents.

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

Due to shifting achievement data, Edison has fewer students who qualify for Tier III services in English this year and thus has an opportunity to expand some services to Tier II students in English and some Tier III students in Spanish (Target grade is 3rd grade). Math scores also indicate that some additional PLC time devoted to study of math standards and the district pacing plans and developing common instructional strategies is indicated. This will be accomplished by adding a half-day PLC session at all grade levels and dedicating some additional banked time to math planning. The drop in math scores in 2018-2019 and the especially dramatic decline in scores for ELs have resulted in several adjustments to this SPSA: The SLT and faculty decided to

concentrate on teaching writing in mathematics this year, with a shift to a SIP focus of effective math practices to strengthen academic language and elevate rigor in math instruction. The ELPLC also recommended a focus on improving the Spanish literacy skills of ELs who are reading below grade level in Spanish by shifting the afterschool reading support program for Tier II students to focus on Spanish literacy for students in grades 4 and 5. Preference in enrollment was given to EL students who are reading below grade level in Spanish. Similarly a math support program was developed with guidance from the school's math teacher leader to focus on ELs with low math scores. While math is taught in Spanish at Edison, there are EL students whose Spanish language and literacy skills are not sufficiently developed to support their growth in math. The afterschool math program will focus on strengthening the basic computational skills, problem solving using high leverage math standards in 4th and 5th grade and the development of academic vocabulary in math. 49 4th and 5th grade students (25 of them ELs) are being invited to the Spanish literacy and math support programs after school. Because the stronger progress of younger EL students as a result of the incorporation of the SIPPS program into the 2nd grade core curriculum, means less demand for English reading services, 2nd and 3rd grade students who are lagging in Spanish will also receive some additional Tier III instruction in Spanish from one of our Reading Interventionist. Additional PLC time was allocated to mathematics standards, pacing, and key instructional features and the plan includes funding for two Lesson Links in math.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

English Learners will become proficient in English while engaging in a rigorous, culturally and linguistically responsive standards-aligned core curriculum.

Goal 2

As compared to 2018-19 CAASPP data, Edison's 2019-2020 CAASPP data will demonstrate an increase in the percentage of English learners at grades 3,4,5 who score at or above grade level standards in English on the CAASPP and a decrease in the percentage who score BELOW grade level in both ELA and Math.

Identified Need

There is still a substantial gap in the scores of English Learners and the average Edison student on the CAASPP ELA and Math tests. While the gap was narrowing, in 2018-2019, scores for English learners dropped below the previous year. One reason may be that in past years, students were not reclassified until after the CAASPP tests. Last year, the students were reclassified before the CAASPP tests, meaning that the most proficient students were removed from the EL category for CAASPP testing. Those students remaining classified as EL are those who were not yet proficient enough to meet reclassification criteria, so our baseline scores for EL students will now be lower. That change makes it hard to compare this year's group of English learners with past years since ELs now are comprised only of students who could not be reclassified prior to the CAASPP exams in the spring. Given the new classification guidelines, we'll measure progress from 2018-2019 and set goals of improving the scaled scores of those students who are still English learners.

However, a deeper dive into our EL data and our instructional practices revealed that in the effort to help students become as proficient in English as possible as quickly as possible, we may not have paid sufficient attention to the development of rigorous literacy skills in Spanish. The work that we did last year with Drs. Collier and Thomas and the Center for Applied Linguistics Dual Immersion self study, caused is to look more closely at how much opportunity we are providing English Learners to develop rigor and academic language in their first language. Students who are comparably limited in their literacy skills in both languages struggle to meet grade level standards in ELA or math. Finally, we have some teachers new to Edison this year and it's a good opportunity for all of us to tune up our skills in both Designated and Integrated ELD so that core instruction delivered through English is truly accessible and scaffolded for the success of English learners.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math Scores CAASPP Writing Claim Scores	In 2018-19, 42% of ELs scored proficient or advanced in ELA In 2018-19, 24% of ELs scored proficient or advanced in Math In 2018-19, 83% of ELs scored above or near grade level on their writing claims.	In 2019-2020, at least 47% of ELs in 3-4-5th grades will score proficient or advanced in ELA In 2019-2020, at least 40% of ELs in 3-4-5 grades will scores proficient or advanced in Math In 2019-2020, at least 85% of ELs in grades 3-4-5 will score

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
		above or near grade level in their writing claims.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students in Grade 2

Strategy/Activity

The Edison Interventionist will model and deliver instruction in the use of the SIPPS program (English phonics) in all three second grade classrooms. Using a training of trainers model, the Interventionist will deliver instruction for all students in fall semester with the classroom teachers observing and assisting and moving to deliver the instruction with coaching. In the second semester, the interventionist will pull only those groups of students who have been determined to still need SIPPS and deliver instruction in a small group setting. Teachers next year will take the lead role in implementing SIPPS.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400.00

Source(s)

Title I 2019-20 Allocation
4000-4999: Books And Supplies
Copying and Paper Costs

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English learner students at all grade levels.

Strategy/Activity

Learning Walks focused on instructional strategies for English Learners - Academic Vocabulary, SDAIE strategies, oral language development, etc.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1098.00

Source(s)

Title I 2019-20 Allocation

1000-1999: Certificated Personnel Salaries
Release time for classroom teachers to participate in 2 learning walks 3 teachers per walk

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Parents of all students -- especially those with English learner children.

Strategy/Activity

Parent workshops to help parents support emerging readers, and support math instruction -- targeting parents of English learners

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500.00

Source(s)

Title I 2019-20 Allocation
1000-1999: Certificated Personnel Salaries
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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students and their families

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1000.00

Source(s)

Title I 2019-20 Allocation
2000-2999: Classified Personnel Salaries
Translation Costs (Summer)

Strategy/Activity 5

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students -- Especially EL's

Strategy/Activity

Professional Development on Best Immersion Practices for English learners and materials for Spanish literacy interventions and differentiation. Including Jennifer Serravallo's book on Reading Strategies in Spanish.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

3000.00

Source(s)

Title I 2019-20 Allocation
4000-4999: Books And Supplies
Books and materials for banked time book studies -- writing strategies books in Spanish and additional F&P Kits

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

English Learner Students

Strategy/Activity

Convene an English Learner PLC (ELPLC) that will meet 5 times over the course of the year to focus on instructional needs and gap closing strategies for English Learner students. Members will include teachers at 2nd and 3rd grades, who in the immersion model have the heaviest responsibility for teaching initial English literacy to all students, a SAI teacher, one or more Reading Interventionists, the Instructional Coach and the Principal. Three of these members will need release time in order to meet. This group will track the progress of EL's, develop gap closing strategies, and plan professional development and learning walks to focus staff attention on the needs of ELs and necessary instructional elements to increase their achievement. Half day meetings are planned for September, October, December, February and April with meeting notes and recommendations shared with the SLT. Funds were requested from the District LCAP as part of Edison's SIP plan.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500.00

Source(s)

District Funded
1000-1999: Certificated Personnel Salaries

Release time for 3 teachers to attend five half-day SLT meetings.

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Purchase additional reading assessment kits in English and Spanish for 3rd grade. Because it is critical for 3rd grade teachers to have accurate information about students' reading levels in English and Spanish, we are purchasing an additional set of assessment materials for this grade level -- in English, a Fountas and Pinnell Reading Assessment Kit and in Spanish an additional WRAP kit.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

850.00

Source(s)

Title I 17-18 Carryover
4000-4999: Books And Supplies
Fountas & Pinnell English assesement kit @ \$500 and WRAP assessment kit @ 250.00 plus tax, shipping and handling.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

Students in K-1-2

Strategy/Activity

Materials for the .5 FTE Reading Interventionist and certain BIAs who are trained by the Spanish reading interventionist in the Spanish Reading Intervention program working with Kindergarten students who lack letter identification, syllabication and early decoding strategies. They use magnetic letters and magnetic white boards to work with small groups of Kindergarten students. The BIAs in particular work with ELs who. have low literacy skills in their primary language to ensure that they develop Spanish literacy skills -- especially needed to support math instruction in Spanish.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

400.00

Source(s)

Title I 17-18 Carryover
4000-4999: Books And Supplies

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

The decision to adopt SIPPS as a whole class strategy in second grade has yielded great results. By the end of the first semester, most students had tested out of the program (demonstrating mastery of the phonics curriculum). Additional Targeted Support was provided in the second semester and by the end of the year all the second graders had tested out of the program. That allows them to begin third grade on a much stronger footing with basic decoding and spelling skills in place and ready to work on fluency and comprehension. The training of trainers model also yielded good results but since we have a highly trained interventionist and she has room in her schedule to provide this support, we decided to use the same model again this year with the classroom teachers assisting during the lessons. Overall, the number of students qualifying for reading intervention in English (Tier III) declined to the point where we no longer need 1.5 FTE teachers to provide that instruction. One of the .5 FTE reading intervention teachers will now carry a caseload that includes strengthening Spanish literacy for students in upper grades and serving some Tier II students in English reading. Similarly the success of the early intervention programs has reduced the number of students in danger of becoming LTELs with fewer students needing E3D classes.

The on-line learning platforms Kid Biz and Lexia Core 5 were widely used, but have tended to be used more independently rather than for teacher led instruction. We think that with some additional professional development and the agreement that teachers will provide at least one mini-lesson in English per week with Kid Biz that our students will get even more out of the program. Additionally, Lexia Core 5 is a part of basic instruction (2nd semester in 2nd grade and all year in 3rd) for some grades, but could be used more effectively for targeted instruction for ELs in the upper grades.

All of the planned workshops for parents of emergent readers were held and the Spanish Reading Intervention Teacher offered follow up coaching and observation opportunities. Still not all parents took advantage of this opportunity. We'll continue to do these workshops but also look into the possibility of some night workshops and making the materials and ideas available as periodic "strategy handouts" that go home in the Wednesday packets. Evening workshops that we had planned to conduct for parents in reading and math did not occur because of a shortage of teachers who were available in the evenings. All parent materials and the parent handbook were translated and disseminated.

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

Our plans to bring in research experts in the field of dual immersion education were carried out by contracting with Virginia Collier and Wayne Thomas to spend a day at the school, providing a research symposium for parents, teachers and school staff, meeting with the school's EL PLC and visiting classrooms and providing feedback on instruction. We were able to stretch these resources because SMMUSD's Education Services provided some LCAP funds to support the inclusion of Dual Immersion Teachers at other schools. We had also thought that we would send staff to a local bilingual education conference, but we found that we got more out of sending a small cadre of teachers to the prior year's Dual Immersion Institute in Monterrey and then charging that group to lead self-study sessions at several professional development workshops for all staff. The money that we had planned for this was reallocated to professional books and instructional materials, and to the Responsive Classroom training.

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

Based on a decline in scores for English learners indicated in the 2018-2019 CAASPP data, we have added some additional professional development and learning walks on instructional strategies to best serve English Learners. We are starting with grade level PLCs looking at ELA and ELD standards and the ELPAC and CAASPP scores of our ELs to increase the focus on teaching ELD across the curriculum to English Learners. Based on input from Collier and Thomas, about transferability of skills and the importance of strong Spanish literacy skills in effective Dual Language Programs, we are also re-tooling some of our intervention services to provide more Spanish language literacy support for English Learners. With stronger home language literacy skills research indicates ELs will be able to transfer more of their academic vocabulary, reading and writing strategies to English. We are adding intervention reading support in Spanish for ELs with low Spanish literacy in 2nd and 3rd grades, focusing after school support with reading on Spanish literacy (using Kid Biz) and creating a math support after school program targeted to English learners.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

All students and families engage in safe, well-maintained schools that are culturally responsive and conducive to 21st century learning.

Goal 3

1. 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: a) attendance of at least 95%, low suspension rate for all student due to alternative discipline tools, referrals to counseling, connection of student with trusted adults as measured by the annual Olweus Survey (Goal is a 5% increase in the percentage of students who say they have a trusted adult at school). and an annual parent survey that indicates that at least 90% of parents regard Edison as a safe school, with a clear discipline system and clear avenues to approach staff with concerns.
2. Evidence of the implementation of Responsive Classroom can be seen in 90% of classrooms.

Identified Need

Edison will implement a plan of regular class meetings in all its classrooms, based on Responsive Classroom and Olweus Bullying Prevention Program curriculum. Class meetings will also incorporate instruction in relaxation and self-regulation strategies, help promote a growth mindset, teach about brain-based learning, and how to set goals and monitor progress. This is a multi-year goal and for the 2016-2017 school year, the initial goal is for teachers to hold a weekly meeting with students, teach the class meeting process and teach problem solving and self-regulation strategies. All teachers will be trained in Responsive Classroom by the end of November 2019. All teachers will have access to the Olweus Anti-Bullying materials, Mind Up, Cool Tools toolboxes and lessons, the book The Leader in Me (to assist with goal setting and monitoring).

This regular time to shape social emotional growth is important since one of the three critical goals in an immersion program is to develop engaged and healthy individuals, equipped with the skills to succeed in the school environment, with healthy self-esteem and respect for others. Edison does this in a variety of ways: building the skill set that leads to persistence, organization and the ability to set goals, a strong classroom based program that teaches empathy, anti-bullying and problem solving strategies, exposure to the arts, opportunities to use Spanish in real life situations (like problem solving with peers, expression in music and theater arts), and collaborative physical education activities where all participate with respect for each other. Our short term goal this year is for teachers to report that they are holding class meetings at least once per week and include in their topics: Cool Tools, self-regulating strategies, goal setting, problem solving, and anti-bullying information. We also would like our 3-5 grade students to increase the percentage who report on the Olweus student survey that they have an adult at school and an adult at home that they can confide in when they are facing problems at school. With this work in each classroom, we are also hoping for a decrease in reported incidents of bullying and interpersonal conflict.

As a part of building knowledge of and respect for other cultures, this site plan also includes funding so that children Pre-K through 2nd grade had an opportunity to participate in a Spanish Coral Music program during the school day and that students in graded 3-4 can participate in a Spanish after-school choral music program. The plan includes funds to enhance the Theater Arts program by

hiring musicians to assist with plays and provides support for a multicultural mural to be painted on the Edison campus and supplies for an integrated visual arts program.

The plan also includes a Family Singing Circle to build community and connection among Edison families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Olweus Survey California Healthy Kids Survey Edison Parent Engagement Survey Number of Teachers Trained in Responsive Classroom, Beginners and Advanced Class	25% of boys indicated that they told no one about a bullying incident. Only 52% of 5th Graders reported feeling that they had meaningful participation in school decisions (compared to a state average of just over 50% statewide Parent Teacher survey reported lowest percentage of agreement with questions about parents' ability to express concerns to administration, knowing what children are supposed to learn at each grade level, and that Edison teaches students skills to resolve problems Responsive Classroom -- 10 teachers trained in the Beginning Course offered in Summer 2019	Reduce by at least half the percentage of boys who do not report bullying to anyone. At least 65% of 5th Graders will report feeling that they have had meaningful participation in school decisions. As measured by the annual Parent Survey, at least 85% of parents will report 4s and 5s in response to questions about knowing about grade level standards, knowing how to communicate concerns with administration, and teaching problem solving skills At least 90% of Edison teachers will have completed the Beginning Course and at least 75% of teachers including special education teachers and PAS staff will have completed the Advanced Training by the end of the summer of 2020

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All 3rd-5th Grade Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

3500.00

Title I 2019-20 Allocation
4000-4999: Books And Supplies
Purchase agendas for 3rd, 4th, 5th graders

Strategy/Activity 2

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

Source(s)

14,900.00

Stretch Grant (Ed Foundation)
5800: Professional/Consulting Services And Operating Expenditures
Contract for Pre-K through 2nd Grade Choral Music Program in Spanish

500.00

Parent-Teacher Association (PTA)
5800: Professional/Consulting Services And Operating Expenditures
Contract for 5th grade performance at promotion

2700.00

Parent-Teacher Association (PTA)
5800: Professional/Consulting Services And Operating Expenditures
Contract for after school chorus in Spanish

2700.00

Parent-Teacher Association (PTA)
5800: Professional/Consulting Services And Operating Expenditures
Contract for Parent Chorus

Strategy/Activity 3

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

To refurbish and replace emergency supplies

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500.00

Source(s)

Stretch Grant (Ed Foundation)
4000-4999: Books And Supplies
Safety Supplies

Strategy/Activity 4**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

A Visual Arts Portrait Painting project for 5th grade and DDLM Cultural Workshop for Parents

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

4000.00

Source(s)

Stretch Grant (Ed Foundation)
5800: Professional/Consulting Services And
Operating Expenditures
Contract for Teaching Artists Time and Supplies
-- DDLM Workshop, Portrait Project, Container
Projects (Trees and Flowers)

Strategy/Activity 5**Students to be Served by this Strategy/Activity**

(Identify either All Students or one or more specific student groups)

4th and 5th grade students

Strategy/Activity

To help students have a vision of themselves as people who can and likely will attend college, the Site Plan provides funding for 4th and 5th grade trips to visit a local college or university

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1000.00	Parent-Teacher Association (PTA) 7000-7439: Other Outgo Lunch in Dining Halls
2000.00	Stretch Grant (Ed Foundation) 7000-7439: Other Outgo Transportation

Strategy/Activity 6

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Additional Supplies and Materials for Theater and Visual Arts programs and for classrooms

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1500.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Supplies for art projects and theater performances
1000.00	Title I 2019-20 Allocation 4000-4999: Books And Supplies Art supplies for classroom projects

Strategy/Activity 7

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
9031.50	Parent-Teacher Association (PTA) 7000-7439: Other Outgo Salaries of hourly rate employees before and after school \$15/hr x 38 weeks
15,525.00	District Funded 2000-2999: Classified Personnel Salaries Salaries for playground and lunch supervision - General Fund

Strategy/Activity 8

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All students

Strategy/Activity

Provide an afternoon Health Office Specialist so that there are always personnel with appropriate health-related training to attend to student needs

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
13100.00	Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries Salary for Part time HOS

Strategy/Activity 9

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Providing professional development in the implementation of social emotional learning curriculum

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2400.00	Title I 2019-20 Allocation 5800: Professional/Consulting Services And Operating Expenditures

	Consultant to provide one day workshop on campus Responsive Classroom
1830.00	Title I 2019-20 Allocation 1000-1999: Certificated Personnel Salaries Release Time to attend Responsive Classroom November Training
500.00	Title I 2019-20 Allocation 2000-2999: Classified Personnel Salaries Release time to attend Responsive Classroom November Training

Strategy/Activity 10

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

5th Grade Students

Strategy/Activity

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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

1500.00

Source(s)

Title I 2019-20 Allocation
4000-4999: Books And Supplies
Materials

Strategy/Activity 11

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
1600.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies PE and Recess Supplies 1st-5th
2000.00	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies .Recess Supplies Pre-K, TK, K - Replacement Trikes

Strategy/Activity 12

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Edible Garden Supplies and Curriculum Development. Funds this year will provide for some NGSS aligned Green STEM curriculum development in Spanish to be used for garden education and in classrooms.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
2000.00	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Garden supplies
1500.00	Title I 2019-20 Allocation 5800: Professional/Consulting Services And Operating Expenditures Contract for Curriculum Development - Spanish lessons for garden and extension
3500.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Garden Shed and other supplies

Strategy/Activity 13

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

PreK- TK and K students

Strategy/Activity

Increasing Shade and Storage for Pre-K, TK, and K

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

7000.00

Source(s)

Parent-Teacher Association (PTA)
4000-4999: Books And Supplies
Shade canopies, bicycle storage shed for TK-PreK and Storage shed for Big Blue Blocks

Strategy/Activity 14

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Support for Student Spirit days and PBIS materials to support clear expectations and shared rules. Use a mascot-based behavior expectations strategy to state the student and school developed behavior expectations. We'll use the inclusive the Responsive Classroom protocol for coming up with school rules and use PBIS Mascot Junction to produce Eagle posters and banners that state those expectations. 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.

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)

2500.00

Source(s)

Stretch Grant (Ed Foundation)
4000-4999: Books And Supplies
When goal is reached, provide support for positive school wide activities or tokens to reinforce caring, respectful behavior and provide incentives and rewards for before and after school classes.

Strategy/Activity 15

Students to be Served by this Strategy/Activity

(Identify either All Students or one or more specific student groups)

All Students

Strategy/Activity

Provide the 4-day Responsive Classroom Advanced Class to all Edison teachers during the summer (June or August according to availability). Two days of the four day class focuses on creating positive discipline -- which has been a challenge area for us this fall. Full cost of the Seminar is \$17000. We would attempt to share costs with other schools, with Edison picking up 20 spots and finding other principals who would commit to paying for 10 spots. If we can have 10 spots paid for by other schools then the cost to Edison would be approximately 11,500.00. We will

budget for the full \$17000 + \$1000 in materials costs, until we can secure commitments from other schools. If other schools commit to sharing costs, Site Council can review and determine if more than a symbolic \$250 cash honorarium or materials grant per teacher can be provided

Proposed Expenditures for this Strategy/Activity

List the amount(s) and funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal identify the Title and Part, as applicable), Other State, and/or Local.

Amount(s)	Source(s)
18000.00	Title I 17-18 Carryover 5800: Professional/Consulting Services And Operating Expenditures Trainer Costs for Responsive Classroom Advanced Class
5000	Title I 17-18 Carryover 1000-1999: Certificated Personnel Salaries Possible \$250 allocation per each of 20 teachers who attend RC training for materials grant or honorarium

Annual Review

SPSA Year Reviewed: 2018-19

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required and this section may be deleted.

ANALYSIS

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

Social Emotional Learning -- In 2018-2019 Edison made good progress toward the social emotional goals in the SPSA. Teachers continued to implement the Mind Up materials and make regular time for mindfulness instruction and practice. The principal and most members of the Social Emotional Learning Team also completed the first two levels of on-line training for educators in the Mindful Schools program and are now able to share the Mindful Schools curriculum with teachers in training and coaching settings. In conjunction with Family Services of Santa Monica, we also held a mindfulness workshop for parents to help them understand what skills we were teaching in the classrooms and how mindfulness practices could be helpful at home. The Social Emotional Learning Team of teachers met monthly to plan and deliver professional development workshops for teachers on implementation of the Mind Up materials and ideas from the Mindful Schools on-line courses. Several classrooms continued to work with The Leader In Me and Mindset for Learning and integrated many of those tools into their instruction. We were also able to take a big step forward by training the majority of staff in Responsive Classroom via a summer institute in August 2019. Two of the three Kindergarten teachers, all of the first grade team, all of the 4th grade team and two of three fifth grade teachers attended. Most teachers who participated in the training have transformed their classrooms, using morning meetings regularly, changing their language around discipline, engaging in much more interactive modeling, and dedicating time to build the classroom community.

We also continued to use the Olweus Anti Bullying Program materials to guide our work in preventing and resolving issues around bullying and to use Cool Tools to work on children's problem solving skills.

The Social Emotional Learning Team also created Sensory/Emotional Boxes for each teacher for the beginning of this school year -- creating glitter calming jars (staff made these together in August), purchasing additional mindfulness activities materials, and filling each box with various handouts and materials that can be used to help students re-establish self-regulation. We plan to add to these boxes this year with additional self-regulation and sensory integration tools Training at the beginning of the school year focused on helping students build self-regulation skills and how to use these kits and on community-building. Overall, staff built quite a bit of capacity in implementing social emotional learning programs, but we are still in need of additional training, coaching and monitoring.

Having the extra safety staff in the form of before and after school valets in the drop off zones and an afternoon HOS also allowed us to provide the quality of care and safety to students that they need in these areas. We spent quite a bit of time this year talking with our community about campus safety and consulting with our School Resource Officers on how to improve safety during pick up and drop off. We conducted morning and evening Town Hall meetings, devoted a PTA Association Meeting to this topic, and conducted a parent survey on safety perceptions and needs. Based on parent feedback and recommendations of our School Resource Officers, we made some policy shifts designed to provide more safety during pick up and drop off while still maintaining some family access to campus during these times. We developed two separate zones on the campus using the internal fencing and gates --- a parent/family waiting zone and a teaching and learning zone that can only be entered by cleared parents for specific purposes during the school day. Mid- 2018-19, we began to restrict access through the Kansas Avenue gate, changing it to an exit only gate in the afternoon. We created a parent/family waiting area in the large patio in front of the cafeteria and restricted parent access to the teaching and learning zones beyond the internal gates surrounding the waiting area. We moved most parent meetings to the library at the front of the school -- which is within the parent/family zone and made much more use of the code-operated pedestrian gate at the front of the school. We also let parents know that more changes were coming at the beginning of the 2019-2020 school year and revised the safety section of the Parent Manual.

Our Edison Parent Survey indicated high rates of satisfaction with the Edison program (with most questions being answered with a 4 or 5 on a Likert Scale). Over 90% of responses to questions about safety, clear discipline systems and knowing who to approach with concerns were 4s and 5s on a five point Likert Scale. While still positive, lower percentages of 4s and 5s were found on questions regarding feeling able to express concerns to administration, feeling that Edison teaches children how to resolve conflicts, knowing what their child is supposed to learn, and understanding how to help them with homework. The California Healthy Kids Survey (with a summary of findings attached to the end of this report) indicated that 96% of 5th graders reported that they felt a part of the school and that adults at school cared about them, 96% reported that rules were clear at school, 97% reported using positive behaviors, 91% reported feeling safe at school, and 90% felt that adults at school had high expectations for them. On all questions, Edison students rated their school, themselves and their family involvement above the state average 2016-2018.

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

The summer Responsive Classroom Introductory Class (August 2019) was not initially planned in the Edison 2018-2019 SPSA but because some other expenditures did not happen as planned (e.g. afterschool math tutoring) or were able to be accomplished for less (e.g. securing some district support for the PD contract with dual immersion researchers), or fewer days of substitutes were needed than projected, Site Council approved reallocating funds to jump start our staff development with Responsive Classroom. The 4th and 5th grade trips to universities also did not happen this year as there were no parent volunteers from those universities who were able to help organize them. Individuals have been identified for 2019-2020 and the trips are in the planning stages. We were fortunate to obtain the services of two district garden educators through Food and Nutrition Services, and so were not obligated to use the funds we set aside for staffing in the garden. PTA provided some funds for garden salad parties through their budget to support the school garden. This year one of the garden educators retired which has limited the number of weeks that each class gets in the garden and has spurred us to commit funds to develop a Spanish curriculum for garden education as it is unknown whether or not we will be able to count on a district garden educator for the coming year.

Regarding attendance, we set a goal of a 98% attendance rate and ended up with an attendance rate of 94%. While this is still an excellent attendance rate, it did represent a dip. An analysis indicated that attendance problems were localized to a few children with truanicies in Kindergarten and a surprising increase in English Learners with problematic attendance.. We have been more assertively conferencing with families who are experiencing attendance difficulties this year, sharing more written information about the effects of absences, and speaking more frequently about attendance in PTA and ELAC meetings.

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

Next Steps with Responsive Classroom --The follow up visit from the Responsive Classroom Trainer is scheduled for November 21 and will provide us with some feedback to look at coaching and learning walks to deepen our implementation. A one-day Responsive Classroom training has been scheduled for November 22 for those staff who were unable to participate in the summer. Because it will happen during a regular school day, substitute costs are high (nearly \$2,000) and dependent on the district's ability to fill so many subs. While the cost for the four-day trainings in the summer are much higher in terms of consultant costs, they provide for a more in-depth experience with less disruption to the school day. So, we have set aside about \$18,000 for an Advanced Responsive Classroom summer institute in the summer of 2020. Because we typically don't need all 30 spots in the workshop, we have asked other schools if they would like to purchase spots for up to 10 teachers. If they do so, then our costs for the workshop will decrease and we may be able to re-allocate some of that money to provide some compensation for teachers who are donating four days of summer time. However, we have to be prepared to pay for the entire institute in case other schools do not elect to purchase spaces for their teachers.

The parent handbook was revised to provide clear information about revised safety policies and new safety policies have been the subject of increased public information in written form and during meetings. Since understanding state content standards had a less positive response on the parent survey, standards were distributed at back to school night, at parent conferences, and sent home in various written formats. We will continue to message standards to parents throughout the year in clear language -- including at training workshops for parents. Changes in safety policies proposed at the end of last year went into effect at the beginning of this year. The only adult access to campus was shifted to the Virginia Avenue Gate. We also increased staffing at the gates at the

beginning of the day with the two-fold purpose of: 1) monitoring and controlling who comes in our gates and 2) working on student/family engagement by providing every child with a morning greeting. The PE coaches are helping with this effort, joining our valets at the front and back gates and the Principal spends most mornings in the Virginia drop off zone. Our goals are to increase the number of parents and children who feel seen and known by school staff, increase the accessibility of the principal for informal conversations and concerns,, and help children start the day on a positive note.

Budget Summary

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

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$355,091.35

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
American Book Drive	\$431.85
District Funded	\$35,505.00
Parent-Teacher Association (PTA)	\$34,486.50
Site Formula Funds	\$19,180.00
Stretch Grant (Ed Foundation)	\$49,000.00
Title I 17-18 Carryover	\$29,750.00
Title I 2019-20 Allocation	\$186,738.00

Subtotal of state or local funds included for this school: \$355,091.35

Total of federal, state, and/or local funds for this school: \$355,091.35

School Site Council Membership

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

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
John Zimmerman, Chairperson	Parent or Community Member
Elizabeth Ipiña, Vice Chair	Other School Staff
Constanza Murcia	Classroom Teacher
Aida Diaz	Classroom Teacher
Geralyn Goodman	Other School Staff
Daniela Morato, Secretary	Parent or Community Member
Liz Kok	Parent or Community Member
Jose Cervantes	Parent or Community Member
Gina Engler	Parent or Community Member
Lori Orum	Principal

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



Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: PTA President Adrienne Tranel

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on October 24, 2018.

Attested:

	Principal, Lori S Orum on 11/13/19
	SSC Chairperson, John Zimmerman on 11/13/19

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), and for federal school improvement programs, including schoolwide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements. It also notes how to meet CSI, TSI, or ATSI requirements, as applicable.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 65001, the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

The SPSA template meets the requirements of schoolwide planning (SWP). Each section also contains a notation of how to meet CSI, TSI, or ATSI requirements.

[Stakeholder Involvement](#)

[Goals, Strategies, & Proposed Expenditures](#)

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

[Appendix A: Plan Requirements for Title I Schoolwide Programs](#)

[Appendix B: Plan Requirements for Schools to Meet Federal School Improvement Planning Requirements](#)

[Appendix C: Select State and Federal Programs](#)

For additional questions or technical assistance related to LEA and school planning, please contact the Local Agency Systems Support Office, at LCFF@cde.ca.gov.

For programmatic or policy questions regarding Title I schoolwide planning, please contact the local educational agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

For questions or technical assistance related to meeting federal school improvement planning requirements (for CSI, TSI, and ATSI), please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Purpose and Description

Schools identified for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI), or Additional Targeted Support and Improvement (ATSI) must respond to the following prompts. A school that has not been identified for CSI, TSI, or ATSI may delete the Purpose and Description prompts.

Purpose

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

Description

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

Stakeholder Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Stakeholder Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

[This section meets the requirements for TSI and ATSI.]

[When completing this section for CSI, the LEA shall partner with the school in the development and implementation of this plan.]

Resource Inequities

Schools eligible for CSI or ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required needs assessment. Identified resource inequities must be addressed through implementation of the CSI or ATSI plan. Briefly identify and describe any resource inequities identified as a result of the required needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

[This section meets the requirements for CSI and ATSI. If the school is not identified for CSI or ATSI this section is not applicable and may be deleted.]

Goals, Strategies, Expenditures, & Annual Review

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such as the S.M.A.R.T. approach. A S.M.A.R.T. goal is one that is **S**pecific, **M**easurable, **A**chievable, **R**ealistic, and **T**ime-bound. A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.

A school may number the goals using the “Goal #” for ease of reference.

[When completing this section for CSI, TSI, and ATSI, improvement goals shall align to the goals, actions, and services in the LEA LCAP.]

Identified Need

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

[Completing this section fully addresses all relevant federal planning requirements]

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

[When completing this section for CSI the school must include school-level metrics related to the metrics that led to the school’s identification.]

[When completing this section for TSI/ATSI the school must include metrics related to the specific student group(s) that led to the school’s identification.]

Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. A school may number the strategy/activity using the “Strategy/Activity #” for ease of reference.

Planned strategies/activities address the findings of the needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the local educational agency's budgeting, its local control and accountability plan, and school-level budgeting, if applicable.

[When completing this section for CSI, TSI, and ATSI, this plan shall include evidence-based interventions and align to the goals, actions, and services in the LEA LCAP.]

[When completing this section for CSI and ATSI, this plan shall address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.]

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating "All Students" or listing one or more specific student group(s) to be served.

[This section meets the requirements for CSI.]

[When completing this section for TSI and ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the TSI or ATSI designation. For TSI, a school may focus on all students or the student group(s) that led to identification based on the evidence-based interventions selected.]

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list the amount(s) and funding source(s) for the proposed expenditures for the school year to implement these strategies/activities. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to Education Code, Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

[This section meets the requirements for CSI, TSI, and ATSI.]

[NOTE: Federal funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Annual Review

In the following Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/ or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal the Annual Review section is not required and this section may be deleted.

- Describe the overall implementation of the strategies/activities and the overall effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between either/or the intended implementation or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

[When completing this section for CSI, TSI, or ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the CSI, TSI, or ATSI planning requirements. CSI, TSI, and ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI, TSI, and ATSI planning requirements.]

Budget Summary

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp and that receive federal funds for CSI. If the school is not operating a Title I schoolwide program this section is not applicable and may be deleted.

From its total allocation for CSI, the LEA may distribute funds across its schools that meet the criteria for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving federal funds for CSI should complete the Budget Summary as follows:

- Total Federal Funds Provided to the School from the LEA for CSI: This amount is the total amount of funding provided to the school from the LEA.

[NOTE: Federal funds for CSI shall not be used in schools eligible for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.]

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.

A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC. The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

- I. The development of the SPSA shall include both of the following actions:
 - A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
 1. The comprehensive needs assessment of the entire school shall:
 - a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need); and
 - b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to—
 - i. Help the school understand the subjects and skills for which teaching and learning need to be improved; and
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards; and
 - iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
 - iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
 - v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
 - B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

- II. The SPSA shall include the following:
 - A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.

- B. Evidence-based strategies, actions, or services (described in Strategies and Activities)
1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will--
 - a. provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
 - b. use methods and instructional strategies that:
 - i. strengthen the academic program in the school,
 - ii. increase the amount and quality of learning time, and
 - iii. provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
 - c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
- C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the local educational agency (may include funds allocated via the ConApp, federal funds for CSI, any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.
- D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
 2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
 3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Stakeholder Involvement and/or Strategies/Activities).
- F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - 1. Ensure that those students' difficulties are identified on a timely basis; and
 - 2. Provide sufficient information on which to base effective assistance to those students.
- G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
- H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
- I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

For questions or technical assistance related to meeting Federal School Improvement Planning Requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with stakeholders (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Stakeholder Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable);
2. Include evidence-based interventions (Strategies/Activities, Annual Review and Update, as applicable) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>);
3. Be based on a school-level needs assessment (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Targeted Support and Improvement

In partnership with stakeholders (including principals and other school leaders, teachers, and parents) the school shall develop and implement a school-level TSI plan to improve student outcomes for each subgroup of students that was the subject of identification (Stakeholder Involvement).

The TSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable); and
2. Include evidence-based interventions (Planned Strategies/Activities, Annual Review and Update, as applicable). (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" <https://www2.ed.gov/policy/elsec/leg/essa/guidanceuseseseinvestment.pdf>.)

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B) and 1111(d)(2) of the ESSA.

Additional Targeted Support and Improvement

A school identified for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Identified for School Improvement

Single school districts (SSDs) or charter schools that are identified for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (EC Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (EC Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: EC sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

Programs included on the Consolidated Application: <https://www.cde.ca.gov/fg/aa/co/>

ESSA Title I, Part A: School Improvement: <https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp>

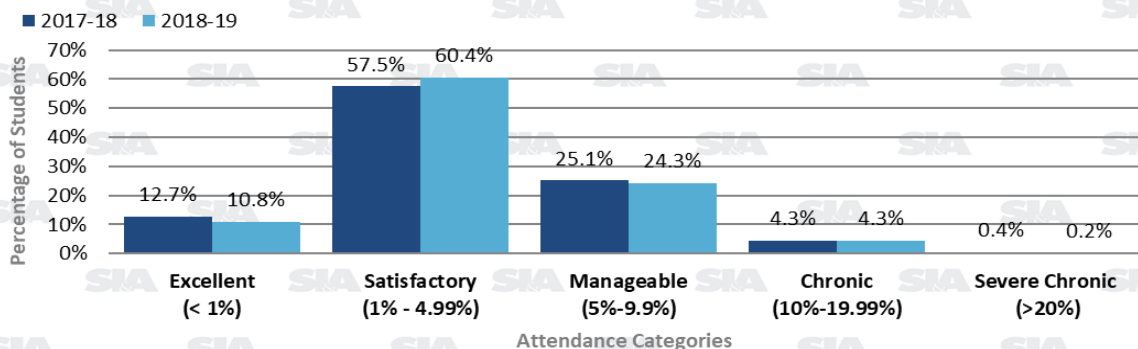
Available Funding: <https://www.cde.ca.gov/fg/fo/af/>

Developed by the California Department of Education, January 2019

A2A Actionable Data: Edison at Santa Monica-Malibu Unified School District

This report breaks down your student absences into five categories based on percentage of the year missed as of 6/12/2019. It also compares your site's performance against last year. Below you will find recommendations based on attendance category. To find out which students are in each category, please log in to A2A and view your Attendance Summary Report. If you need assistance, please contact our Help Desk at (877) 954-HELP.

Attendance Categories Year Over Year for Edison



Manageable Students (5%-9.99% of the year missed)

Intervening with this group can have the largest impact for your school. Based on your data, we recommend:

- Creating personal connections with students and families
- Conferences that can identify attendance barriers and connect families with resources

Chronically Absent Students (10%-19.99% of the year missed)

These students are at risk of dropping out. Based on your data, we recommend:

- Home visits to address conference no-shows
- In-school suspensions instead of at-home suspensions

Severely Chronic Students (20% or more of the year missed)

The likelihood of dropping out of school skyrockets to 75% when attendance drops below 80%. We recommend:

- Attendance contract with parents and students being held accountable
- Get in front of the family and identify what is preventing the student from coming to school
- Involve local law enforcement for excessive unexcused absences

	Excellent (< 1%)		Satisfactory (1% - 4.99%)		Manageable (5% - 9.9%)		Chronic (10% - 19.99%)		Severe Chronic (>20%)	
Grade	#	%	#	%	#	%	#	%	#	%
PK	2	8.7%	12	52.2%	4	17.4%	4	17.4%	1	4.3%
TK	1	4.2%	11	45.8%	11	45.8%	1	4.2%	-	0.0%
KG	4	5.6%	41	57.7%	22	31.0%	4	5.6%	-	0.0%
01	7	9.6%	48	65.8%	15	20.5%	3	4.1%	-	0.0%
02	8	11.9%	36	53.7%	18	26.9%	5	7.5%	-	0.0%
03	7	10.1%	45	65.2%	14	20.3%	3	4.3%	-	0.0%
04	9	13.4%	42	62.7%	16	23.9%	-	0.0%	-	0.0%
05	12	16.9%	46	64.8%	13	18.3%	-	0.0%	-	0.0%
Total:	50	10.8%	281	60.4%	113	24.3%	20	4.3%	1	0.2%

If you have any questions, please contact our Help Desk at (877) 954-HELP.

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School Climate Report Card (Elementary)—2018-2019

District: Santa Monica-Malibu Unified
School: Edison Elementary

Date Prepared: 22 May 2019
Response Rate: 79%

Elementary School

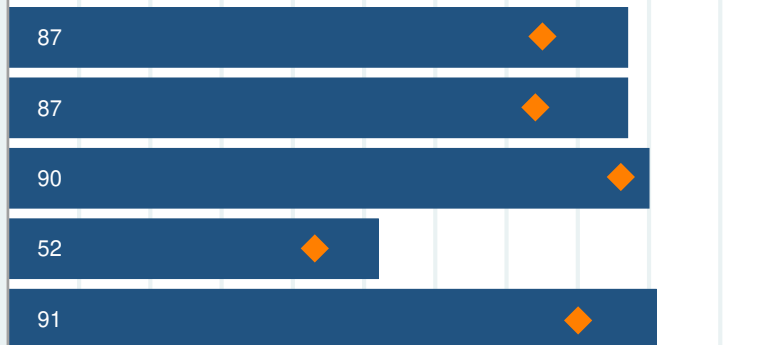
School Climate Indicators (2019)

Based on responses from students to the California Healthy Kids Survey

◆ 2016–18 State Average

Supports and Engagement

School Connectedness
Caring Relationships
High Expectations
Meaningful Participation
Perceived School Safety



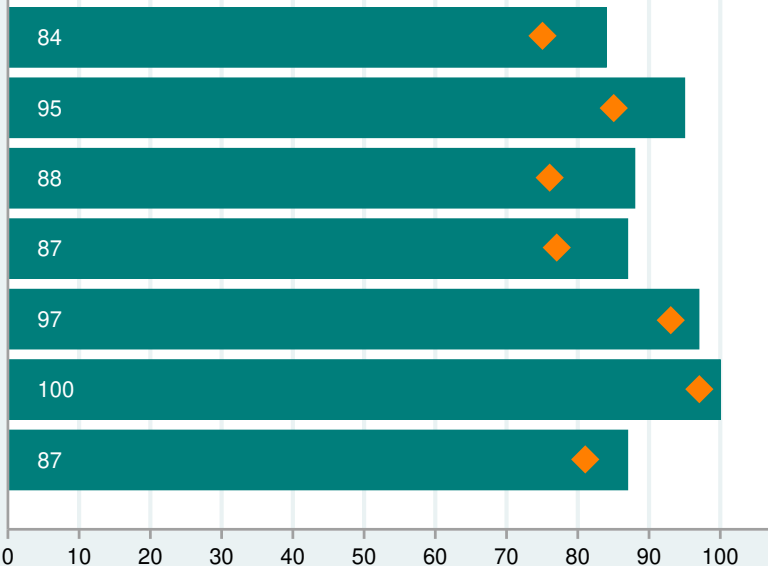
Low Violence

Low Violence Perpetration
Low Violence Victimization



Other School Climate Indicators

Fairness
Rule Clarity
Social Emotional Learning Supports
Anti-Bullying Climate
Positive Behavior
Home High Expectations
Parent Involvement in Schooling



Percent

School Climate Report Card (Elementary)—2018-2019

District: Santa Monica-Malibu Unified

Date Prepared: 22 May 2019

School: Edison Elementary

Other Indicators

Selected Student-Reported Indicators (California Healthy Kids Survey – CHKS)

	School 2018-19 (%)	State 2016-18 (%)
Finish all classroom assignments	88	88
Absent 2 or more days in the past 30 days	17	22 [†]
Feel a part of the school	96	76
Adults at school care about you	96	84
Safety at school	91	80
Harassed at school	41	48
Parents ask about school	95	83

Note: [†]State data available for 2017-2018 academic year only.

CDS code: 19649806022545

How are the School Climate Indicators Calculated?

The school climate indicators provide school-level descriptions of several factors that are known to influence learning success in schools. All sub-domains except “Low Violence Perpetration” and “Low Violence Victimization” are calculated by averaging the percentage of respondents who report “Yes, most of the time” or “Yes, all of the time” on survey items that comprise each scale. “Low Violence Perpetration” and “Low Violence Victimization” are computed by averaging the percentage of respondents who report “0 times” or “No, never” on the survey items that comprise each scale. A value of 72 on the “School Connectedness” indicator, for example, means that on average, 72% of students report “Yes, most of the time” or “Yes, all of the time” across the five “School Connectedness” survey items.

All sub-domains and survey items that comprise the scales/measures are listed below.

- (1) School Connectedness (5 items)
 - o Do you feel close to people at school?
 - o Are you happy to be at this school?
 - o Do you feel like you are part of this school?
 - o Do teachers treat students fairly at school?
 - o Do you feel safe at school?
- (2) Caring Relationships (3 items)
 - o Do the teachers and other grown-ups at school care about you?
 - o Do the teachers and other grown-ups at school listen when you have something to say?
 - o Do the teachers and other grown-ups at school make an effort to get to know you?
- (3) High Expectations (3 items)
 - o Do the teachers and other grown-ups at school tell you when you do a good job?
 - o Do the teachers and other grown-ups at school believe that you can do a good job?
 - o Do the teachers and other grown-ups at school want you to do your best?
- (4) Meaningful Participation (7 items)
 - o Are you given a chance to help decide school activities or rules?
 - o Do the teachers and other grown-ups at school ask you about your ideas?
 - o Do the teachers and other grown-ups give you a chance to solve school problems?
 - o Do you get to do interesting activities at school?
 - o Are you given a chance to help decide class activities or rules?
 - o Do your teachers ask you what you want to learn about?
 - o Do you do things to be helpful at school?
- (5) Perceived School Safety (1 item)
 - o Do you feel safe at school?
- (6) Low Violence Perpetration (3 items)
 - o During the past year, how many times have you hit or pushed other kids at school when you were not playing around?
 - o During the past year, how many times have you spread mean rumors or lies about other kids at school?
 - o During the past year, how many times at school have you said mean things about other students or called them bad names?

(7) Low Violence Victimization) (3 items)

- o Do other kids hit or push you at school when they are not just playing around?
- o Do other kids at school spread mean rumors or lies about you?
- o Do other kids at school call you bad names or make mean jokes about you?

(8) Fairness (4 items)

- o Do teachers treat students fairly at school?
- o Are the school rules fair?
- o Do teachers and other grown-ups at school treat students with respect?
- o Are students treated fairly when they break school rules?

(9) Rule Clarity (1 item)

- o Do students know what the rules are?

(10) Social Emotional Learning Supports (4 items)

- o Does your school help students resolve conflicts with one another?
- o Does your school teach students to understand how other students think and feel?
- o Does your school teach students to feel responsible for how they act?
- o Does your school teach students to care about each other and treat each other with respect?

(11) Anti-Bullying Climate (3 items)

- o Do the teachers and other grown-ups make it clear that bullying is not allowed?
- o If you tell a teacher that you've been bullied, will the teacher do something to help?
- o Do students at your school try to stop bullying when they see it happening?

(12) Positive Behavior (4 items)

- o Do you follow the classroom rules?
- o Do you follow the playground rules at recess and lunch times?
- o Do you listen when your teacher is talking?
- o Are you nice to other students?

(13) Home High Expectations (2 items)

- o Does a parent or some other grown-up at home believe that you can do a good job?
- o Does a parent or some other grown-up at home want you to do your best?

(14) Parent Involvement in Schooling (5 items)

- o Does a parent or some other grown-up at home care about your schoolwork?
- o Does a parent or some other grown-up at home ask if you did your homework?
- o Does a parent or some other grown-up at home check your homework?
- o Does a parent or some other grown-up at home ask you about school?
- o Does a parent or some other grown-up at home ask you about your grades?

Results are based on responses from 5th grade students to the California Healthy Kids Survey. Student results are not included if less than 50% of students or less than 15 respondents provided data.

Further information about the methodology used to construct the school climate indicators can be obtained by contacting Cindy Zheng at 562-799-5481 or czheng@WestEd.org.

State Averages

State averages are based on responses from 5th grade students who provided data to the California Healthy Kids Survey during the 2016-2017 and 2017-2018 school years. The state average for “Meaningful Participation” is only available for the 2017-2018 academic year because a survey item that comprises the sub-domain was not asked on the survey during the 2016-17 school year.

State Averages of School Climate Indicators

Indicator	State 2016-18	Indicator	State 2016-18
Supports and Engagement		Other School Climate Indicators	
School Connectedness	75%	Fairness	75%
Caring Relationships	74%	Rule Clarity	85%
High Expectations	86%	Social Emotional Learning Supports	76%
Meaningful Participation	43%	Anti-Bullying Climate	77%
Perceived School Safety	80%	Positive Behavior	93%
Low Violence		Home High Expectations	97%
Low Violence Perpetration	72%	Parent Involvement in Schooling	81%
Low Violence Victimization	54%		

Explanation of Other Indicators

Results are provided on selected key student- and staff-reported school climate items as a complement to the school climate indicators. Staff indicators are provided to facilitate comparisons between student and staff perceptions. While most staff indicators are in the high range (80-100%), it is important to compare how staff perceptions might differ from students to identify areas for improvements.

Student-reported school climate measures and their sources are described below.

Selected Student-Reported School Climate Measures (CHKS)

- Finish all classroom assignments – finish all your class assignments “most of the time” or “all of the time.”
- Absent 2 or more days in the past 30 days – missed an entire day of school for 2 or more days for any reason in the past 30 days.
- Feel a part of the school – feel like you are part of this school “most of the time” or “all of the time.”
- Adults at school care about you – teachers and other grown-ups at school care about you “most of the time” or “all of the time.”
- Safety at school – feel safe at school “most of the time” or “all of the time.”
- Harassed at school – other kids at school call you bad names or make mean jokes about you “most of the time” or “all of the time.”
- Parents ask about school – a parent or some other grown-up at home asks you about school “most of the time” or “all of the time.”