School Year: **2021-22**

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	December 8, 2021	December 16, 2021

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)

X 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:   To prepare elementary school students to be ready for college and career after high school and to make sure they are socially just, by ensuring 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) Support strong Tier I instruction in ELA, SLA, and Math, paired with differentiated instruction in the classroom by providing professional development and supporting professional learning communities; 2) offer intervention as needed help vulnerable students meet grade level standards in reading each year; 3) Support teachers with coaching and professional development to 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, To provide a rigorous and standards-based program for English Learners including both designated and integrated ELD to increase the percentage of students in 3rd through 5th grade who advance on the ELPAC, achieve grade level standards in English and meet reclassification criteria by the end of 5th grade by providing coaching and professional development for teachers, development of vertically and horizontally aligned integrated and designated ELD approaches, and by offering intervention support for lagging learners.

LCAP Goal 3 -- To provide all students and families the opportunity to learn in a safe, well-maintained school that is culturally responsive and conducive to 21st century learning. As a part of the dual immersion model, Edison strives to help all students become socio-culturally competent, with a focus on the cultures of the Americas. This means helping diverse students value each other and learn to work through cultural and learning differences. 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; and 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).

While Edison usually conducts an annual parent survey each Spring, this tradition was disrupted by the Spring 2020 Covid-19 physical closure of the school and move to distance learning that continued through Spring 2021. Although the schools were physically closed, Edison continued to provide substantive, targeted, and social/emotionally relevant instruction to students, and to remain in close contact with parents. Teachers sent weekly parent communications detailing learning objectives and an instructional calendar for the week and maintained office hours where parents could contact them with questions four days per week. During distance learning, we continued to hold regular parent meetings coffee with the principal, PTA Board and general membership meetings, ELAC and Site Council meetings. There were also numerous site and district parent meetings about distance learning and re-opening and several district surveys as part of developing an educationally sound and community supported re-opening strategy. There was a certain amount of "survey fatigue" and families were focused on the immediate priorities of how to safely reopen the schools for in person learning. There were similar disruptions due to Covid to survey data from the California Healthy Kids Survey and the Olweus Anti-Bullying Survey that Site Council routinely uses to assess needs and perceptions. There is some data from a districtwide parent survey that informed this year's SPSA. But some of the pre-pandemic survey data was still useful as we planned a return to in-person learning in 2021-2022.

It is important to note that the Covid-19 physical closure of campuses not only affected services to students but also altered the way that our schools interacted with parents and the kinds of information parents needed to participate effectively in their children's education. Our service delivery model was very different during the 2020-2021 year since we were in distance learning for all but the last 10 weeks of the year. However, there were some important lessons learned from that time and continuing needs to follow public health protocols to mitigate the spread of Covid that have continued to influence how we have planned the 2021-2022 school year.

The Edison parent survey conducted in the 2019-2020 school year was administered during the initial Covid-19 school closure and move to distance learning and Site Council included items to explore the particular areas of challenge that the school closure and a shift to at-home learning were posing for families. Our Site Council also wanted to determine if the shutdowns were affecting various segments of the Edison community in similar or different ways. The Edison survey also included items on distance learning to collect information on how parents wanted/needed this program to improve in the fall. That year, 227 surveys were completed and returned, with the largest percentage of replies coming from parents of 1st-4th graders. As in past years, 5th grade participation rate was lower. 34% of respondents indicated that their children were learning English as a Second Language (approximately the same percentage as in the school overall).

Families responding to the survey in Spanish had some marked differences from responses of those who chose the English survey with respect to aspects of the Covid-19 pandemic that were of moderate of high challenge. Areas that were quite different included:
- Coping with stress and anxiety (80% for families responding to the Spanish survey v. 39% of respondents in English);
- Loss of job or income (82% vs. 16%);
- Covid-related health issues (30% vs 8%);
- Finding resources to help my family (38% vs 13%).

The main concerns for families as reflected on the Spring 2020 parent survey and relative to the 2020-21 school year were related to health and Covid safety (a moderate or high priority for 75% of families), coordinating school and child care (73%), child participation in class (89%), language development (83%), teacher feedback (78%), developing strong bonds among students (85%), and supporting the Edison community (78%).
However, there were also some areas with notably different priorities for respondents to the survey in Spanish compared to parents who responded in English. These included: access to reading intervention support (78% of Spanish speakers vs 44% of English speakers), developing strong bonds with students (69% vs 90%), and specific health concerns for their children (67% vs 40%).
In the spring of 2021 when the annual parent survey would have been held, SMMUSD was in the midst of deciding how to re-open the schools. There had been multiple district-wide and school briefings and forums and parents had been asked to complete multiple surveys about their experiences with distance learning, feelings about hybrid learning options, and preferences for different re-opening possibilities. Site Council felt that in that moment parents were

experiencing survey fatigue and decided not to add one more survey to the mix. It was also not clear at that time what form school re-opening would take in 2021-2022.

Based on district surveys (with data disaggregated by site) about needed improvements in Distance Learning for 2020-2021, Edison identified high leverage standards for each grade level, and asked teachers to work together to set unified schedules and content across the grade level (often departmentalizing and planning together). Edison hosted an advanced institute in Responsive Classroom in August 2020 attended by nearly all teachers and social emotional learning was made uniform across all classes from 8:30-9:00 am. Regular Sunday communications were instituted from teachers to parents, including not only the weekly schedule but weekly learning targets.

Due to the Covid suspension of in-person instruction, data from the California Healthy Kids Survey was delayed but used to inform Edison's 2020-2021 work. This survey had a 72% response rate from the students who were 5th graders in 2020 at Edison. Edison results were very close to overall state results in most areas. In the area of school safety, Edison students were more likely to report feeling safe at school (88% at Edison vs. 76% statewide) and the numbers of students who reported being recipients of pushes/hits or mean rumors was less than that reported by students statewide. In the area of school engagement and support, Edison students reported higher levels than students statewide on almost all dimensions. 80% reported feeling connected to school; 88% reported being academically motivated, 78% perceived that there were caring adults at school and 85% cited that at adults held high expectations for them. 85% reported high levels of parental involvement (compared to 80% of state respondents and 80% reported that their school had adequate social emotional learning supports (compared to 76% statewide). 76% of Edison students reported an anti-bullying climate; the same percentage as statewide. While very similar to statewide results.

The percentage of Edison students who reported feeling that they had meaningful participation at school (42%) was very similar to the percentage of students statewide (43%). This indicator on the survey includes questions about involvement in defining school rules or in determining the content of what they study and the relatively low rating confirmed the importance of Edison's commitment to implement Responsive Classroom which includes students in a more visible and authentic way in setting school rules. In August 2020, Edison hosted an advanced Responsive Classroom Institute for its teachers and in 2021-2022 all new teachers who missed that training were provided with opportunities to attend Responsive Classroom Training. Instructional Assistants, Campus Monitors, Physical Activities Specialists, Special Education Paraprofessionals, and the Library Coordinator were also provided with professional development in using Responsive Classroom for classroom management and behavior and discipline. Fully implementing Responsive Classroom to increase student involvement in developing class and school rules continues in the 2021-2022 school year. To make sure that the schoolwide discipline framework is aligned to the Responsive Classroom philosophy, the Edison Safety Committee is undertaking a schoolwide review of the school's rules and discipline plan as part of the development of the 2021-2022 safety plan. The process involves student, staff, and parent stakeholders and includes surveys of perceptions about discipline and problem solving tools.

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.

Findings from both informal and formal observations 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, developing key academic 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). Staff use Thinking Maps and other graphic organizers to help students develop a shared visual language for learning, pair auditory and visual input, and clearly articulate the goals and expectations of the lesson in language that students can understand. Observations also indicate the use of math warm ups, counting collections, manipulatives, teaching multiple strategies to visualize and solve math problems, and regular use of Cognitively Guided Instruction (CGI) as a part of instruction. Teachers use both grade level and leveled text with students and make use of their instructional assistants to provide additional support to students who need small group support. 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 fall into the Tier II category, and those who receive Tier III reading interventions.

While Edison teachers had long used technology to support instruction, their skills in using technology tools grew exponentially during distance learning. Even when distance learning ended, many teachers still use Google Classroom and See Saw to create learning tasks that students can complete and turn in on line and use tools to help students to record and submit video and audio products and evidence of learning. They are also effective users of the adaptive software programs that the school purchases to meet children at their own learning level and move them forward in math and reading (Kid Biz, Raz Kids, Lexia Core 5, and ST Math). During distance learning, teachers also increased their planning and collaboration across the grade level, co-creating shared lessons or departmentalizing instructional planning. Most teachers have continued that practice upon their return to the classroom. They have also continued a practice that parents have asked for and much appreciated, sending a weekly preview of instructional objectives and activities to keep parents more deeply informed about what students are learning in the classrooms.

As soon as parents are permitted on campus again, Administration intends to resume the past practice of having parent leaders from School Site Council, the ELAC, and PTA Board engage in learning walks in classrooms so that they can see first-hand some of the signature Edison practices in action and gain a first-hand understanding of the various programs that SPSA resources and PTA gifts support.

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)

Each year, Edison's School Leadership Team (SLT) develops a School Improvement Plan (SIP) to work on strengthening an area of Tier I instruction. In 2020-2021, with concern that achievement gaps between English Learners and all students had begun to grow after more than a decade of narrowing scores, Edison set a new multi-year SIP focus on English Learners. The SIP was designed to strengthen the school's integrated and designated ELD practices to boost the achievement scores and reclassification rates of Edison's English Learners (ELs). While we were able to make some progress on providing professional development in these areas in 2020-2021, the demands of distance learning meant that the planned cycles of inquiry by Professional Learning Communities (PLCs) did not occur. So, the 2021-2022 plan continues and extends this work.

Under the direction of Edison's Site Leadership Team (SLT), via grade level Professional Learning Communities (PLCs) and in faculty-wide meetings, Edison teachers are engaging in professional development on best practices in ELD in a dual immersion model – with a focus on integrated ELD. This year teachers are engaging in three cycles of inquiry in this area. Each grade level PLC is meets approximately twice per month to design lessons with best practices, reflect on implementation, develop and revise tools to record student responses to lessons and practices, and improve practice. The primary focus is on increasing the amount of purposeful, supported student talk during instruction – providing students with opportunities for both oral language development and (in the upper grades) rehearsal opportunities prior to writing.

The SLT is composed of the PLC teacher-leader from each grade level K-5, the Instructional Coach, Edison's Math Teacher Leader, the Language and Literacy Interventionist (LLI), and the principal -- for a total of 10 members. Grade level 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 representatives on the School Site Council.

Use of Data to Improve Reading and Mathematics --Because the CAASPP was not administered in May 2020, Edison is relying on longitudinal CAASPP data to look at trends over time, Fastbridge aReading and aMath assessments, and the ELPAC to look growth over the course of the year. Upper grade students also take the CAASPP Interim Assessment Blocks which allow teachers to analyze the concepts and question types that students find most difficult. Edison also conducts and analyzes 1:1 reading assessments (Fountas and Pinnell and WRAP) to gain a better understanding of students needs for reading instruction. These data are 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 inform instruction, determine which students need intervention, differentiation, or accommodations, and/or modification of instruction.

Edison uses the same initial and interim assessments as other SMMUSD elementary schools – with some modifications for the dual immersion program. For example, early reading is assessed in Spanish in Kindergarten and first grade. Edison also supplements the district use of Fastbridge in reading by administering 1:1 reading assessments in English and Spanish in fall and mid year using the Fountas & Pinnell (K-1-2 in Spanish and 2-5 in English and the WRAP in Spanish in grades 3-5) 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.
Data are analyzed and shared with staff to look at schoolwide trends and grade level progress and adjust instruction accordingly.

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 Edison teachers are appropriately credentialed and have received training in the use of SBE-adopted instructional materials. District curriculum and pacing guides also support teacher use of district-adopted materials and programs. The Edison master schedule is designed to provide extra instructional minutes four-days per week to allow for one early dismissal day. These Wednesday "banked time days" are used for teacher meetings and professional development. All teachers participate in regular professional development and training through a banked time schedule. Other funds are made available from district LCAP resources to provide substitutes for teacher release time (approximately monthly) for professional development in Professional Learning Communities (PLCs).

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 Instructional Coach, the Language and Literacy Interventionist, the Math Teacher Leader, and the principal. The SLT developed a professional development plan for 2021-2022 at the beginning of the school year and was shared with the full faculty. Approximately three-of-four banked time days each month (1.5 hours per week) are divided between staff meetings, professional development and work for grade level PLCs. One in four banked time days are reserved by contract for teachers to use as a professional day according to their individual needs.

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, Social Justice Standards, Culturally-responsive pedagogy, and Common Core Standards. 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 Instructional Coach available to assist teachers in implementing standards-based instruction using best instructional practices. She supports teachers with effective strategies for implementing district curriculum, incorporating social justice standards, and assessing student progress and using data to drive and differentiate instruction. The school's Language and Literacy Interventionist oversees the school's Tier III interventions and supports effective practices for English Learners. The Math Teacher Leader is available to provide demonstrations of effective instructional practices for mathematics teaching. All three sit as members of the School Leadership Team. Edison also supports an additional .54 FTE Spanish reading interventionist (this year becoming a .8 FTE in the second semester). Different SMMUSD staff are available to support professional development in the areas of math and cognitively guided instruction, project-based and blended learning, and social justice standards. The SPSA also provides funding for a part-time teacher to support classroom teachers with NGSS lessons in life and environmental science in the schools edible garden, and for visual arts and music in Spanish. The SLT also engages consultants as needed to provide support in areas where there is not local expertise and/or provides funding for teachers to attend targeted professional development.

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 are 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. To the extent possible, Bilingual Instructional Assistant (BIA) schedules are coordinated so that they occur during instructional blocks for literacy or math and so all classes at a grade level have common BIA time. 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. To the extent possible, all classes at a grade level try to have key academic blocks at the same time so that Specialized Academic Instruction (SAI) instruction can be coordinated with general education instruction so students with IEPs do not miss classroom instruction that they can access. Additional instructional assistant time is provided to assist during intervention blocks and/or classes heavily impacted with Tier III students.

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. Instructional materials are aligned California's Common Core Standards). In 2021-2022, SMMUSD is piloting new NGSS-aligned curriculum materials and the district is moving toward final selection of a new adoption in Social Studies. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades three, 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 and approved by SMMUSD.

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. Our Academic Coaches is deployed to help teachers craft rigorous and differentiated instruction in reading, writing, integrated ELD and language arts and math instruction as needed.

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 services provided by the district-funded Language and Literacy Interventionist (LLI). The LLI provides support to Tier III students lagging in English reading in grades two and three by offering targeted small group instruction and provides support for children in danger of becoming long-term English learners (LTELS) in grades 3-4-5. These targeted pull-out services from the LLI are designed to help lagging students close achievement gaps in English. Goals and funding in the SPSA makes possible to expand services to include students in K-3 whose Spanish reading abilities are significantly below grade level (Tier III). This is particularly important in a dual language program because the literacy skills students build in Spanish form a common underlying proficiency of skills that are highly transferrable to English reading. EL students who have poorly developed native language literacy generally have lower reading scores in English. Additionally, an adequate baseline of Spanish literacy skills is needed for students to access grade level instruction in other key content areas taught in Spanish including math, science, and social studies. To provide these supplementary services, the SPSA provides support for:
*   A part-time Spanish Reading teacher to support readers in grades K-1-2-3 by providing targeted small-group reading intervention services in Spanish and providing training and support to their parents in how to support their children at home with Spanish reading. The SPSA also provides additional hours for Bilingual Instructional Assistants to work with Tier II EL students in Spanish reading development -- with training and oversight provided by the Academic Coach and the Spanish Reading Interventionist.

*   Additional classroom library materials and self-paced technology programs 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. While opportunities for parent volunteers are more limited with distance learning, in past years Edison has had approximately 250 trained and screened parent volunteers to assist teachers. As soon as public health protocols allow more vaccinated adults on campus, our intention is to reactivate the parent volunteers, re-training as necessary on covid protocols, conducting health screening, and certifiying a new group of parents who are trained and eligible to volunteer on campus.

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 Instructional Coach, and a full-time ELD/Reading Intervention Teacher. Through Edison's Title I program, the school also devotes site funds to hire a part-time Spanish Reading Intervention Teacher and designates some of its instructional assistants to assist the intervention program -- providing 1:1 reading tutoring to lagging Kindergartners. 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.

RTI efforts are coordinated by Edison's Instructional 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.

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)

The district supports with the management of fiscal resources.

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 2020-2021 SPSA, received regular updates about the SIP, and discussed problems of practice. Data from the California Healthy Kids Survey from 2020-2021 were also reviewed at the November meeting to examine social emotional needs, concerns about bullying and student engagement. These data indicated that students felt that their teachers and parents hold high expectations for them and that teachers try to help when students share concerns about bullying. The lowest area of engagement was the extent to which students felt involved in setting rules or get to provide input into what they study. These two areas were considered in efforts to improve student engagement. Continued support will be provided to help all teachers use techniques from Responsive Classroom to increase student involvement in setting rules and additional use of Project Based learning with choice in topics, types of projects, and partners can help to build engagement.

The SLT, full faculty and Site Council were involved in reviewing quarterly data to determine adjustments or changes needed for this year's SPSA. Due to the additional teacher time required to develop first a hybrid Distance Learning Plus model and then full return to school model in the winter/spring of 2021, SLT decided to suspend the SIP plan mid-year. We were able to complete about half of the planned professional development work with the California Association for Bilingual Education but cancelled the other half of the contract that would have supported coaching with an outside consultant during cycles of inquiry. The SLT informed Site Council of the change in plans, the cancellation of the contract, and its intention to continue to work on strengthening ELD in its 2021-2022 SIP.

In the absence of CAASPP data, information from Fastbridge aReading and aMath data was reviewed by faculty and shared with Site Council as we looked as likely student needs for 2021-2022. Data on English learners was also shared and discussed with Site Council.

The Principal and the Literacy and Language Interventionist attended monthly ELAC meetings and frequently shared interim assessment data, information on designated ELD being provided during distance learning. At the December 2021 meeting, the principal provided a briefing on SPSA goals and services and acknowledged ELAC's input to Site Council. At the January meeting, she provided an update on the Comprehensive School Safety Plan and solicited ELAC input and questions about school safety. In February and March, the LLI reported on ELPAC data and the reclassification process. Edison's Instructional Coach shared preliminary achievement data at the May 2020 meeting where academic needs for the 2021-2022 SPSA were also discussed. The principal shared an update on Site Council's work on the SPSA and preliminary programs under consideration for inclusion. She also solicited input from ELAC for the plan. At a special October 6 ELAC Meeting the principal provided a briefing to members of ELAC on attendance, achievement data, and programs for English learners and to solicit input from ELAC to Site Council for the 2021-2022 SPSA. In a special schoolwide briefing on October 12, all parents and guardians were provided with an update on student achievement and attendance data at Edison, the needs to be addressed in the Site Plan, draft objectives and strategies to maximize student achievement. Parents were also invited to share ideas, input and suggestions for Site Council to consider for the SPSA. Feedback shared during these meetings via the zoom chat and during discussion was shared with the Site Council at its October 13 meeting.

Formal written recommendations from ELAC were received on November 11 and were shared with Site Council at its November 17 meeting. Because of regular discussion about achievement data and the SPSA with ELAC and the fact that both the principal and School Site Council Vice Chairperson regularly attended ELAC meetings, Site Council was aware early on about some ELAC concerns and we were able to consider them during the planning process for the SPSA. For example, Site Council was aware that ELAC leadership believed that the district-supported afterschool tutoring program last year was very effective and wanted to see it continue.   There were similar indications that ELAC valued the early reading parent training workshops. Specific ELAC recommendations and the way that Site Council has addressed them in this SPSA are discussed below:

1. Recommendation: Provide Tutoring like the 321 Tutoring; If District can't provide it, Edison can sponsor it. Response: The district provided funding for tutoring for 53 Edison students from low-income families who had Tier III ELA/Math scores. This SPSA includes some additional funding to add into the district contract with the tutoring company to add additional EL students in the following areas: EL students in grades 3-4-5 who have Tier II scores, in the lowest ranges and with the concurrence of their teachers that they are producing below grade level work in class.
2. Recommendation: Offer parent workshops to help with reading. They should be based on grade level. Response: This SPSA includes funding for a series of parent workshops for 1st and 2nd grade parents of emergent and struggling readers. While workshops for 1st and 2nd grade parents have already been announced and conducted, additional workshops for parents at other grade levels are included in the budget for 2022.
3. Recommendation: Parents would like to receive updates on achievement in math and English language arts. Response: This already happens on a regular basis and will continue to do be offered. This fall there were two briefings – one in Spanish for the ELAC and one in both languages for the general population. Additional briefings will be scheduled throughout the year.
4. Recommendation: More parents should be informed about what Reclassification is and what is the process. Response: There has already been a briefing at ELAC this fall on this topic and another scheduled for December 8. Additional briefings will be scheduled at each window for reclassification. In order to make this information more broadly available to parents who do not attend ELAC meetings, staff will prepare a video with a link on the web page for viewing at other times and will continue to write about the process in the school newsletter.
5. Recommendation: The support for ELD should begin at an earlier age. Response: The Edison SIP this year focuses on improving Integrated ELD TK-5 and each teacher offers designated ELD instruction on a daily basis TK-5. The Edison LLI is providing support to students in grade 3-4-5. The immersion model does not make earlier pull out/supplemental ELD support appropriate. Reading in English only begins in 2nd grade and the amount of instructional time in English in TK, K, 1st grade is only 10% of the day and only 20% in 2nd grade. It's not appropriate to remove students from classroom instruction in ELD to provide pull out ELD. In the early years, students are best served by high quality integrated and designated ELD provided by their teachers. The SPSA provides support via professional development and materials for teachers and tihe SPSA does include funds to add English non-fiction books to classroom libraries to better support classroom based ELD.
6. Recommendation: We need to have water fountains with filtered water so the children can drink. The need in the cafeteria needs to improve in quality and quantity. Response: This is not a recommendation about the needs of English learners that can be addressed in the SPSA. Administration can facilitate collaboration with the PTA and/or meetings with district staff responsible for facilities and food services so that those ELAC parents with concerns in these areas can discuss them with appropriate district staff.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

Approximately 41% of Edison students come from low income families and about one-third are English Learners. While the school targets its funding to support ELs and students from low income families, these families are less likely to be able to afford private tutoring or enrichment summer programs. ELAC families frequently request tutoring services and expanded summer learning programs. Student participation in the free afterschool intervention and summer programs is limited to children whose scores qualify them for Tier III programs. Tier II children, however, usually do not qualify for these free programs and there are students who may not maximize their potential to exit Tier II without access to programs.

So, while preference for program participation is awarded first to students who qualify for Tier III programs, children who are designated as Tier II can also participate on a space available basis.

School and Student Performance Data

Student Enrollment
Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	18-19	19-20	20-21	18-19	19-20	20-21
American Indian	0.46%	0.46%	0.2%	2	2	1
African American	3.42%	3.87%	3.8%	15	17	16
Asian	2.51%	1.37%	1.4%	11	6	6
Filipino	0.23%	0.23%	0.2%	1	1	1
Hispanic/Latino	61.28%	62.64%	63.2%	269	275	270
Pacific Islander	%	0%	%		0	
White	30.98%	30.3%	30.4%	136	133	130
Multiple/No Response	0.91%	0.91%	0.7%	4	4	3
			Total Enrollment	439	439	427

Student Enrollment
Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	18-19	19-20	20-21
Kindergarten	95	96	82
Grade 1	72	72	72
Grade 2	66	69	71
Grade3	68	66	69
Grade 4	67	68	65
Grade 5	71	68	68
Total Enrollment	439	439	427

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. During the Covid shutdown, enrollment has declined such that current TK-5 enrollment has dipped to 424. The preschool has been closed and various children -- especially in the primary grades -- have either sheltered in areas far from Edison or left for in-person and all English programs.

2. Enrollment is comparable at each grade level. In TK-3, enrollment is capped at an average of 24:1 per class. More students can be enrolled in upper grades, but this year, those classes are smaller than the primary classes.

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**		
	18-19	**19-20**	**20-21**	**18-19**	**19-20**	**20-21**
English Learners	143	144	124	32.6%	32.8%	29.0%
Fluent English Proficient (FEP)	120	126	115	27.3%	28.7%	26.9%
Reclassified Fluent English Proficient (RFEP)	11	7	10	7.4%	4.9%	6.9%

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 IFEP -- 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. The administration of the CAASPP was suspended statewide in 2019-2020, so there are no data past 2019 to report. 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. However, that was not traditionally true at Edison -- where math scores tended to outpace ELA scores. In part this is attributable to the large percentage of students who were English Learners and the time it took them to be able to score as proficient or advanced on ELA tests designed for native English speakers. It was also attributed to the fact that math at Edison was taught in Spanish. However, as Edison's ELA scores began to climb for all students, math scores did not keep pace with those gains. Also during this time, the percentage of English learners enrolled at Edison began to decline and math became increasingly language embedded.

2. 13-15% of students continue to work below grade level in both Concepts and Procedures and Problem Solving & Modeling/Data Analysis.

3. Data from 2018-2019 indicate that over three years, the mean scaled score for Edison students decreased by 20-23 points depending on grade level. Declines were especially pronounced for English learners. Data over three years had shown 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. 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 we need 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. We also noted that instruction in Spanish for all students needs to include academic vocabulary and analytic writing skills and the last year of our writing SIP focused on writing across the curriculum. The current plan includes funding for ST Math for students K-5,and the SIP focuses on effective ELD -- integrated and designated.

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	1468.9	1472.2	1490.6	1417.0	1417.9	40	31
Grade 1	1481.3	1482.9	1508.9	1514.1	1452.9	1451.1	23	28
Grade 2	1499.1	1511.0	1513.2	1525.7	1484.5	1496.0	24	23
Grade 3	1529.9	1537.6	1546.0	1553.3	1513.2	1521.4	19	23
Grade 4	1547.3	1559.5	1552.3	1574.7	1541.9	1543.7	18	15
Grade 5	1555.6	1583.9	1560.3	1585.1	1550.5	1582.3	12	16
All Grades							136	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	32.26	37.50	51.61	*	16.13		0.00	40	31
1	52.17	21.43	*	57.14	*	21.43	*	0.00	23	28
2	*	21.74	54.17	65.22	*	13.04		0.00	24	23
3	*	52.17	*	30.43	*	17.39		0.00	19	23
4	61.11	66.67	*	20.00	*	13.33		0.00	18	15
5	*	62.50	*	37.50		0.00		0.00	12	16
All Grades	45.59	38.97	41.18	46.32	12.50	14.71	*	0.00	136	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	51.61	30.00	41.94	*	6.45		0.00	40	31
1	91.30	60.71	*	35.71		3.57	*	0.00	23	28
2	75.00	69.57	*	21.74	*	8.70		0.00	24	23
3	*	69.57	*	26.09		4.35		0.00	19	23
4	88.89	86.67	*	13.33		0.00		0.00	18	15
5	91.67	93.75	*	6.25		0.00		0.00	12	16
All Grades	74.26	68.38	22.79	27.21	*	4.41	*	0.00	136	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	6.45	*	41.94	40.00	41.94	*	9.68	40	31
1	*	3.57	*	25.00	*	57.14	*	14.29	23	28
2	*	13.04	*	39.13	*	39.13	*	8.70	24	23
3	*	30.43	*	26.09	*	39.13	*	4.35	19	23
4	*	26.67	*	53.33	*	6.67	*	13.33	18	15
5	*	25.00	*	56.25	*	18.75	*	0.00	12	16
All Grades	27.21	15.44	28.68	38.24	29.41	37.50	14.71	8.82	136	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	41.94	*	58.06		0.00	40	31
1	86.96	75.00	*	25.00	*	0.00	23	28
2	75.00	43.48	*	56.52		0.00	24	23
3	*	34.78	63.16	65.22	*	0.00	19	23
4	*	53.33	*	46.67		0.00	18	15
5	*	25.00	*	75.00		0.00	12	16
All Grades	70.59	47.06	27.94	52.94	*	0.00	136	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	74.19	47.50	25.81	*	0.00	40	31
1	73.91	50.00	*	50.00		0.00	23	28
2	79.17	73.91	*	26.09		0.00	24	23
3	84.21	91.30	*	8.70		0.00	19	23
4	94.44	93.33	*	6.67		0.00	18	15
5	100.00	100.00		0.00		0.00	12	16
All Grades	74.26	77.21	25.00	22.79	*	0.00	136	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	*	6.45	67.50	90.32	*	3.23	40	31
1	52.17	28.57	*	50.00	*	21.43	23	28
2	*	8.70	58.33	86.96	*	4.35	24	23
3	*	21.74	63.16	43.48	*	34.78	19	23
4	*	20.00	61.11	60.00	*	20.00	18	15
5	*	37.50	*	62.50	*	0.00	12	16
All Grades	32.35	19.12	52.94	66.91	14.71	13.97	136	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	35.48	47.50	45.16	*	19.35	40	31
1	*	3.57	65.22	82.14	*	14.29	23	28
2	*	21.74	83.33	56.52	*	21.74	24	23
3	*	30.43	68.42	69.57	*	0.00	19	23
4	*	40.00	*	46.67		13.33	18	15
5	*	25.00	*	75.00		0.00	12	16
All Grades	27.94	25.00	59.56	62.50	12.50	12.50	136	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 4h 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

Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

2019-20 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
439	**41.7**	**32.8**	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	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.	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.	

2019-20 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	144	32.8
Socioeconomically Disadvantaged	183	41.7
Students with Disabilities	58	13.2

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	17	3.9
American Indian	2	0.5
Asian	6	1.4
Filipino	1	0.2
Hispanic	275	62.6
Two or More Races	4	0.9
White	133	30.3

Conclusions based on this data:

1. 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.

2. 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.

3. 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Blue	**Chronic Absenteeism** Green	**Suspension Rate** Blue
Mathematics Green		

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
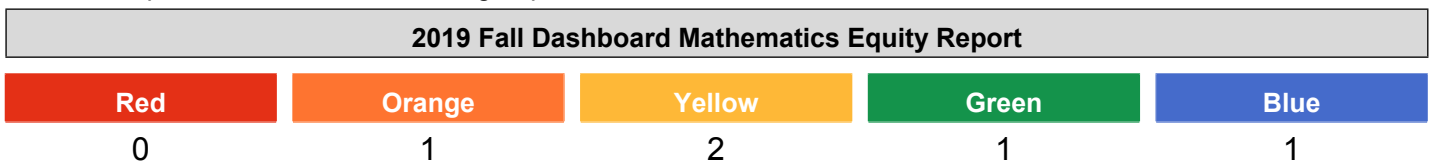
The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard English Language Arts Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	0	3	1

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.

2019 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Blue	Green	No Performance Color
53.3 points above standard	11.5 points above standard	0 Students
Maintained ++2.9 points	Maintained ++1.7 points	
206	64	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
No Performance Color	Green	Orange
0 Students	21.5 points above standard	15.2 points below standard
	Maintained ++2.8 points	Declined Significantly -15.6 points
	104	35

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6	1	7	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color	No Performance Color	Blue
39.9 points above standard	Less than 11 Students - Data Not Displayed for Privacy	0 Students	100.6 points above standard
Increased ++4.5 points			Maintained ++2.5 points
151	1		38

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.

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
7.5 points below standard	Less than 11 Students - Data Not Displayed for Privacy	61.5 points above standard
Maintained -1.6 points		Maintained ++2.1 points
54	10	86

Conclusions based on this data:

1. 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.

2. 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.

3. 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 data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Mathematics Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	1	2	1	1

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.

2019 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Green	Yellow	
19.9 points above standard	17 points below standard	
Declined Significantly -15.3 points	Declined Significantly -27.3 points	
206	64	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Yellow	Orange
	10.1 points below standard	28.4 points below standard
	Declined Significantly -25 points	Declined Significantly -24.5 points
	104	35

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color	No Performance Color	No Performance Color	No Performance Color
Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy
6	1	7	1
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Green	No Performance Color		Blue
4.8 points above standard	Less than 11 Students - Data Not Displayed for Privacy		68.4 points above standard
Declined Significantly -18.9 points	1		Maintained -0.7 points
151			38

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.

2019 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
29.6 points below standard	Less than 11 Students - Data Not Displayed for Privacy	27.8 points above standard
Declined Significantly -29.2 points	10	Declined -10.6 points
54		86

Conclusions based on this data:

1. 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.

2. 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.

3. 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

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2019 Fall Dashboard English Learner Progress Indicator

English Learner Progress
No Performance Color
63.5 making progress towards English language proficiency
Number of EL Students: 104
Performance Level: High
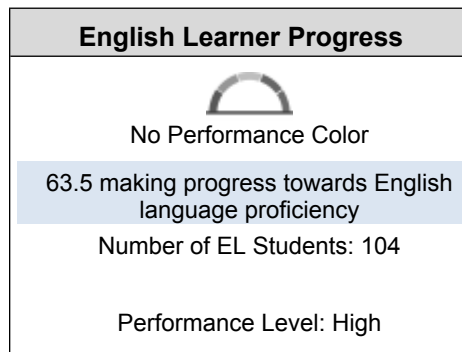
This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2019 Fall Dashboard Student English Language Acquisition Results			
Decreased One ELPI Level	**Maintained ELPI Level 1, 2L, 2H, 3L, or 3H**	**Maintained ELPI Level 4**	**Progressed At Least One ELPI Level**
19.2	17.3	16.3	47.1

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 f 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.
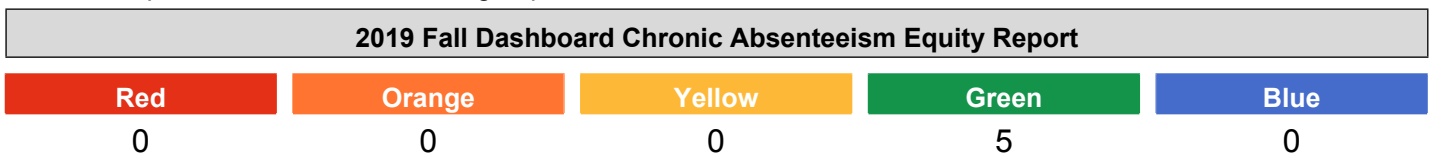
School and Student Performance Data

Academic Engagement
Chronic Absenteeism

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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

Lowest Performance						Highest Performance
	Red	Orange	Yellow	Green	Blue	

This section provides number of student groups in each color.

2019 Fall Dashboard Chronic Absenteeism Equity Report

Red	Orange	Yellow	Green	Blue
0	0	0	5	0

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.

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group

All Students	English Learners	Foster Youth
Green	Green	No Performance Color
3.9	4.2	Less than 11 Students - Data Not Displayed for Privacy
Maintained -0.3	Declined -1.2	0
439	143	

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
No Performance Color	Green	Green
Less than 11 Students - Data Not Displayed for Privacy	3.6	3.8
0	Declined -1	Declined -3.8
	196	52

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data Not Displayed for Privacy	0	Less than 11 Students - Data Not Displayed for Privacy
Declined -6.7	2	11	1
16			

Hispanic	Two or More Races	Pacific Islander	White
Green	No Performance Color	No Performance Color	Green
4.7	Less than 11 Students - Data Not Displayed for Privacy	Less than 11 Students - Data Not Displayed for Privacy	3.2
Maintained +0.3	5	0	Declined -0.9
278			126

Conclusions based on this data:

1. Compared to the previous year, rates of chronic absenteeism held steady at 3.9% overall. While rates are very slightly higher for some subgroups (4.2% for English Learners and 4.7% for Hispanics/Latinos) rates for all subpopulations were in the Green Zone. Overall, Edison students have good attendance and we will maintain our attendance monitoring and conferring practices.

2. Compared to the past year, chronic absenteeism declined for English Learners (by 1.2%), for Socioeconomically disadvantaged students (by 1%) for Students with Disabilities (by 3.8%) and for White students (by 0.9%). Attendance overall and for all subgroups remained in the Green Zone. We need to continue to work with families from all groups, but particularly Hispanic/Latinx students who had reported a 0.3% increase in Chronic Attendance Problems tp problem solve and encourage regular attendance.

3. During the school closures due to Covid-19 (beginning March 2020) attendance was not been measured in the same way. During distance learning in the 2020-2021 school year for example, per state guidelines, children were not marked tardy and were considered to be present if they logged on for any portion of the school day or completed some work that day. Teachers monitord attendance to try to determine which absences were due to technology problems, which due to supervision concerns, and which may have been due to disengagement. Each child in the school had access to a district loaned Chromebook and/or hotspot as needed and Edison maintained a regular system of repair and/or replacement when equipment malfunctioned. However, some students had more reliable internet connections than did others; those with access to broadband internet access at home had fewer interruptions to connectivity than did students who had to rely on hotspots. Some children needed to go with their parents to work and on some days did not have predictable access to class. For our EL students in those situations, the district opened a supervision hub on our campus and staff worked to help families fill out the paperwork to take advantage of being able to come five days a week to an Edison classroom, receive supervision and support to get on line and stay on line, and to use the school's more reliable internet. Some families were able to take advantage of this program but many families of ELs preferred to keep their children at home and away from other students. Some families had to temporarily leave the area to take shelter with family member in other states/countries due to a job loss due to Covid closures. Most were able to continue to log on and participate in class during these temporary absences. But some were in very different time zones that did not make this feasible and dropped from the school until their return to the Santa Monica area. Attendance issues due to student disengagement were dealt with on a case-by-case basis with informal accommodations between teachers and parents, referrals for counseling, and/or an assist from the Student Success Team (SST) which sometimes included a consult from the District Behaviorist to develop a positive behavior support plan. Sometimes attendance work resulted in uncovering a student anxiety disorder and referral for a 504 eligibility meeting, or sometimes referral for special education assessment if learning difficulties were being exacerbated in the distance learning environment. Although we are now back full time on campus for in-

person learning, a multi-faceted approach involving parents, students, and school specialists will continue to be needed to help unpack and solve the reasons behind attendance challenges.

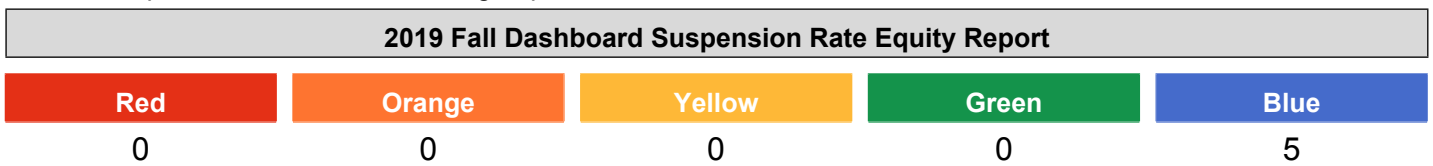# School and Student Performance Data

Conditions & Climate
Suspension Rate

The data provided below is from the 2019 Fall California School Dashboard. Due to the COVID-19 pandemic, state law has suspended the reporting of state and local indicators on the 2020 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting.

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.

2019 Fall Dashboard Suspension Rate Equity Report				
Red	**Orange**	**Yellow**	**Green**	**Blue**
0	0	0	0	5

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.

2019 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	**English Learners**	**Foster Youth**
Blue	Blue	
0	0	
Declined -0.4	Maintained 0	
443	143	

Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
	Blue	Blue
	0	0
	Declined -0.5	Maintained 0
	197	54

2019 Fall Dashboard Suspension Rate by Race/Ethnicity			

African American	American Indian	Asian	Filipino
No Performance Color	No Performance Color	No Performance Color	No Performance Color
0	Less than 11 Students - Data 2	0	Less than 11 Students - Data 1
Maintained 0 16		11	

Hispanic	Two or More Races	Pacific Islander	White
Blue	No Performance Color		Blue
0	Less than 11 Students - Data 5		0
Declined -0.3 280			Declined -0.8 128
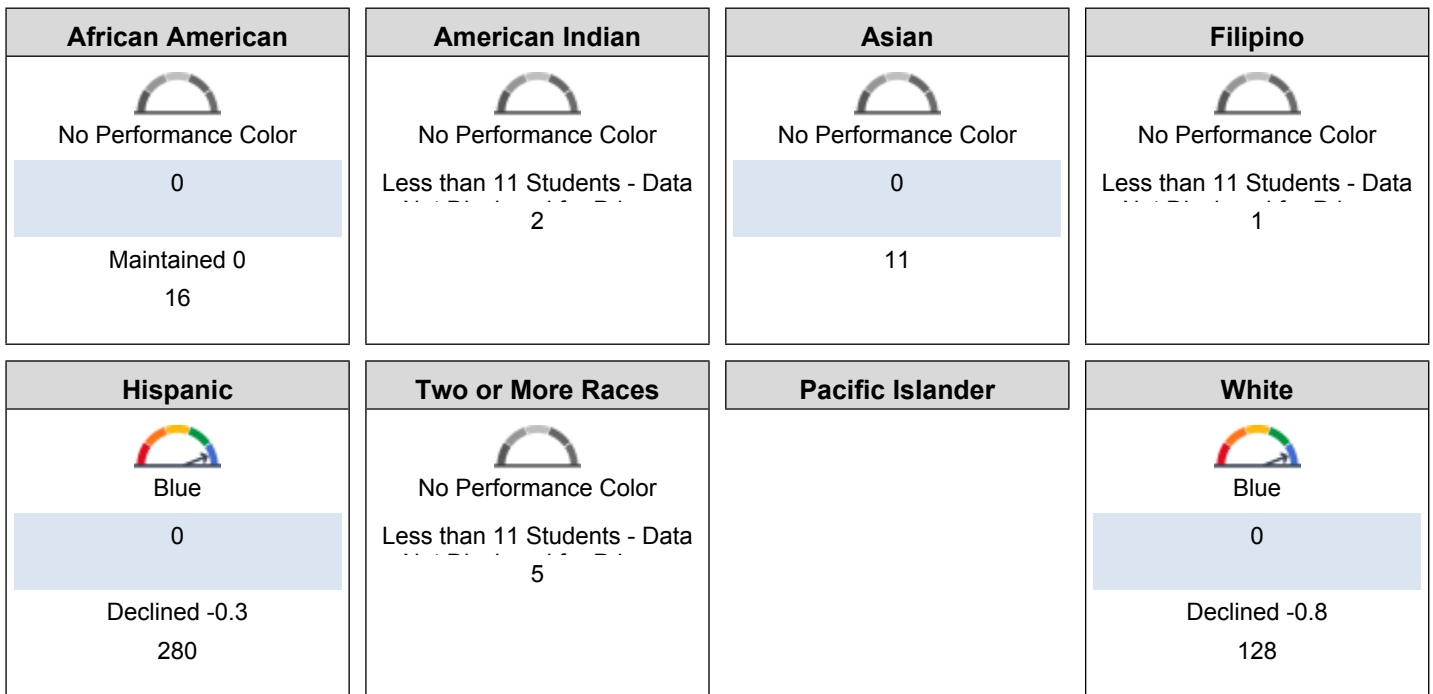
This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year		
2017	**2018**	**2019**
	0.4	0

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.

School and Student Performance Data

Local Assessment Data

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

To provide rigorous, standards-based instruction in Reading/Language Arts and Mathematics using best instructional practices and the social justice standards so that by the end of the 2021-2022 school year:

- At least 85% of Edison 3rd graders, 85% of 4th graders, and 80% of 5th graders will be able to demonstrate advanced mastery or mastery in English Language Arts as measured by Fastbridge A-Reading.
- At least 75% of English Learners at 3rd grade, 65% at 4th grade and 65% at 5th grade will be able to demonstrate advanced mastery or mastery in English Language Arts as measured by Fastbridge A-Reading;
- At least 85% of 3rd graders, 85% 4th graders and 80% of 5th graders will be able to demonstrate advanced mastery or mastery on Fastbridge A-Math;
- At least 70% of English Learners at grades 3, 4, and 5 will be able to demonstrate advanced mastery or mastery on Fastbridge A-Math

Identified Need

Edison had been making steady progress in raising CAASPP ELA and Math scores and until 2018-2019 and had made notable progress in closing the achievement gap for English learners. Prior to that year, Edison's scores overall and for subpopulations outpaced state scores and many district scores and earned the school a 2016 designation as a National Blue Ribbon Public School and California Distinguished School awards in 2018 and 2020.

But with the 2018-2019 CAASPP achievement data, we began to see gaps between overall student progress and the scores of English Learners that had narrowed over multiple years, begin to increase. Our needs assessment at that time identified an absence of a systematic English phonics program in grades two and three, staffing changes resulting in the need for more targeted coaching and professional development, more coordination between special education and general education, and the need for an additional professional development focus on instruction for English Learners as areas for growth. As we worked on those areas, the Covid-19 pandemic began – shifting the school to distance learning for a full year, creating a demand for new kinds of professional development to ready teachers for Distance Learning, and prompting some additional staffing changes. While our continued work with the goals and strategies in the school's 2020-2021 SPSA seemed to prevent overall learning loss, the achievement gap for English learners continued to grow.

Needs Identified by 2018-2019 Achievement Data in ELA and Math -- Baseline CAASPP scores in ELA and Math from 2018-2019 indicated that 71% of students in (Grades 3-5) were proficient or advanced in ELA standards. As in past years, the CAASPP data indicated growth in achievement with each successive grade level (e.g. 67% proficient or advanced on standards in 3rd grade, 69% in 4th grade, and 80% in 5th grade). Overall CAASPP math scores in 2018-19 showed 60% of

students in Grades 3-5 having met or exceeded standards. However, when compared to past patterns of achievement, Edison's scores had dropped in both ELA and Math and gains began to erode for   EL students, who had been making impressive gains (moving from 43% to 62% proficient in ELA over three years and from 40% to 60% proficient in Math). 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 as was the case previously. This change had the effect of removing the most capable English learners from the EL subgroup. However, that alone did not explain the overall declines at certain grade levels and in some classes. The school had already responded with targeted professional development, shifts in staffing assignments, and a change in initial English phonics instruction in 2nd grade, when the Covid-19 pandemic hit -- causing a shift to distance learning for more than a year and the suspension of CAASPP testing.   Distance learning caused its own demands on teacher time, with the need to spend much professional development time for teachers to learn the programs and instructional skills to effectively teach on line.

Response to Challenges in 2020-2021: Despite the challenges of distance learning and the pandemic, Site Council set expected outcomes for 2020-2021, feeling that the changes already underway would continue to address identified needs and projected a reasonable improvement in scores in CAASPP. Our goals were that 74% of students in Grades 3-5) would meet or exceed standards and 65% (Grades 3-5) would meet or exceed standards in math on the CAASPP. However, the CAASPP was not administered and SMMUSD shifted to Fastbridge aReading and aMath as metrics for student achievement. As part of the 2020-2021 SPSA, Edison continued to focus on raising achievement for ELs, students from SED families and students with disabilities during distance learning. We focused on aligning core learning targets across each grade level, supplementing core instruction with Tier III reading intervention services, using bilingual instructional assistants for provide supplementary 1:1 reading for Tier II students, working to increase parent interaction and outreach during distance learning, and continuing professional development for teachers on best instructional practices for English learners. We also refreshed Edison library and classroom library collections with high interest Spanish language books. However, staffing shortages meant that not all books purchased were able to be catalogued and put into distribution by the end of the school year. We were able to make good use of the Responsive Classroom Training provided at the beginning of the 2020-2021 school year and teachers at each grade level collaborated on daily Social Emotional Learning lessons based on the Responsive Classroom philosophy and methods.

Progress and Needs Highlighted in the 2020-2021 Fastbridge Achievement Data: An exact comparision or progress measured by CAASPP and progress measured by Fastbridge is not possible. The scope is different, the rating scales are not the same, 2nd graders are included in the outcomes (CAASPP begins assessing in 3rd grade). But with those caveats in mind, when looking only at grades 3-5, Edison's Fastbridge ELA data indicated scores in grades 3-4-5 that were higher than those projected on the CAASPP – with the exception of a dip in 5th grade last year. Edison's year-end Fastbridge scores in ELA were also comparable to those in the district in grades 3 and 4 (3rd grade ,84% Edison; 81% district; and 4th Grade, 80% Edison v 80% district.) However, last year scores were lower in 5th grade than in 3rd and 4th and lower than district 5th grade scores overall (75% Edison v. 80% district).   Exact reasons are hard to pinpoint but one different variable is the fact that there were a higher than usual number of 5th graders in 2020-2021 who had IEP and 504 plans and spoke to the need for greater coordination between SAI and general education teachers. In 2020 we began including SAI teachers in grade level curriculum mapping, added a SAI teacher to the Site Leadership Team, worked on standardizing times for ELA and Math across classes at a grade level, and creation of an EL PLC (which included 2nd/3rd/SAI teachers) to focus on needs of students initially acquiring English reading. In math, Fastbridge cores by grade level were 79% for 3rd grade, 80% for 4th grade, and 71% for 5th grade. While 5th grade scores also showed an

unusual dip, compared to overall district Fastbridge achievement in math, Edison scores in 3rd, 4th and 5th grade math were actually higher. The same or wider gaps in achievement for ELs were demonstrated in math, with Edison ELs only outscoring district ELs in math in grade 3.

The 2021-2022 SPSA set goals that have modest increases in achievement for all groups in both ELA and Math on Fastbridge. Even if CAASPP is administered at the end of 2021-2022 as planned, it will be a different version and will not provide all the detail as in past years, so our primary metric for student achievement will again be Fastbridge for this year.

While there were larger gaps in Fastbridge data between ELs and the overall Edison population than had been the trajectory with CAASPP data, we believe that by being back to school, targeting academic support to English learners, and providing parent and social emotional support, we will be able to rather quickly return to former Edison achievement trends.

Many of the shifts we made last year due to distance learning were one-time changes. However, we still have social distancing and stable groups requirements that mean that we are seeing intervention students in smaller groups and primarily building intervention groups from the same class. We also have three new classroom teachers and two who are relatively new to their grade level. While not all need coaching and training, all need supplementary classroom library and instructional materials. We have sent all three new teachers to Responsive Classroom training.

While Edison's data did not indicate learning loss across the board, the pandemic definitely affected some populations more than others. Gaps increased between English learners and the overall Edison population. We had fewer students qualifying for Tier III reading intervention this year, but there are also EL students who are lower Tier II students to whom we are extending services in the second semester – 1) 2nd grade students in Spanish reading intervention to shore up their transferrable skills and ability to access core instruction delivered in Spanish, 3) Tier III and lower Tier II EL students in Grade 3 in English Reading; and 3) and extending the reach of the district's afterschool 1:1 tutoring program by including some funds to serve Tier II ELs in 3-4-5 grades who are at the lower end of the Tier II range in reading and math – with priority given to the older students first.

While some students adjusted well to distance learning and most were able to sustain their academic growth, others had a hard time with the isolation from peers, emotional fall out from family stressors, and lack of the social emotional development that happens when children learn together. As we attend to instructional needs, we are also continuing mandatory Social Emotional Learning blocks and designated ELD and further developing the skills of our teachers in Responsive Classroom.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Fastbridge aReading and aMath assessments	At the end of the 2019-2020 school year: ELA by grade level (overall population) 3rd grade 84% at advanced mastery or mastery, 80% at 4th grade and 75% at 5th grade ELA for ELs by grade level: 68% 3rd grade at advanced	By the end of the 2021-2022 school year: ELA by grade level (overall population) 3rd grade 85% at advanced mastery or mastery, 85% at 4th grade and 80% at 5th grade

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	mastery or mastery, 47% at 4th, and 31% at 5th Math by grade level (overall population) 3rd grade 79% at advanced mastery and mastery; 4th grade at 80% and 5th grade at 71% Math for ELs by grade level: 60% at 3rd, 58% at 4th, and 39% at 5th	ELA for ELs by grade level: 75% at 3rd, 65% at 4th, and 65% at 5th Math by grade level (overall population) 3rd grade 85% at advanced mastery and mastery; 4th grade at 85% and 5th grade at 80% Math for ELs by grade level: 70% at 3rd, 70% at 4th, and 70% at 5th

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 identified as having Tier III reading skills (all year) and Kindergartners and 3rd graders with Tier III Spanish reading skills (January-June). Students are identified based on reading level in Spanish in Fountas & Pinnel and Fastbridge and teacher recommendations. Third graders selected for intervention will be ELs who are scoring Tier III in Spanish Reading and who are reading below grade level in English.

Strategy/Activity

Tier III Reading Intervention Support in Spanish for lagging readers inK-3 and in English for 2-5th graders. A part-time Reading Interventionist will provide pull-out or push-in services to Tier III lagging Spanish readers in 1st and 2nd grades all year (until students' reading progress causes them to no longer need Tier III services. In the second semester, the Reading Interventionist's time will be increased to .8 FTE so that he can also serve second semester Kindergartners who are lagging and 3rd grade students whose Spanish literacy is not well enough developed for them to easily access 3rd grade texts in Spanish.. Because of Covid-19 social distancing requirements and maintaining separate groups by class, these classes will be very small (2-4 students).

Students still receive Tier I direct reading instruction and Tier II differentiated support from the classroom teacher. Eligible students will be identified by Fastbridge and F&P Reading Assessment (both in Spanish). The Interventionist will progress monitor students every 4-6 weeks and provide reports to classroom teachers. In the second semester, the Interventionists will also train and monitor work of BIAs providing push-in Tier II support of grade 2 ELs, provide reports to the SST as requested, provide training workshops in early literacy to parents, and coach parents of students in the Spanish reading intervention program.   In the second semester, third grade EL students who are still identified as Tier III reading students in Spanish will receive reading intervention support from the Spanish reading interventionist. Thus additional hours for the .54 FTE reading interventionist are provided in the second semester (see Goal 2)

The Edison LLI will provide targeted reading support in English to 3rd, 4th, and 5th grade students identified as Tier III readers. The Instructional Coach will provide coaching support for classroom teachers to support differentiated reading instruction in the classroom, strengthen Tier I reading instruction, and support best practices for ELD.

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)
83700.00	Title I 2021-22 Allocation 1000-1999: Certificated Personnel Salaries Salary for Spanish Reading Intervention Teacher - .54 FTE August-December and .8 FTE January-June
1500.00	Title I 2021-22 Allocation 4000-4999: Books And Supplies Incentives and Supplemental Books for 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 and at home. Self-paced learning programs include Kid-Biz/Achieve 3000 for leveled non-fiction reading and writing in both Spanish and English used in 2nd-5th grade; Access for all 2-5th graders to Lexia Core 5 for support with English Language Arts; K-5 support for ST Math to strengthen students' spatial/temporal understanding of math and math problem solving. Access to Learning A to Z/Raz Kids for students K-5 to provide all students with leveled fiction reading in Spanish and English. Other on-line programs support Spanish Phonics and high interest current events in science and social studies reading (Learning Patio and Scholastic) and Discovery Education provides video resources and lessons in English and some Spanish especially for science. Because so many teachers used the adaptive learning programs during distance learning and found them useful, they requested wider use of Lexia Core 5 and Raz Kids/Reading A to Z. They also requested that we extend Scholastic Monthly Magazine to all grades, finding the high interest expository material to be useful supplements to build background knowledge in social studies and science topics. Finally, due to Covid-19 social distancing rules, PTA fundraising has been dramatically reduced over the last two years, so PTA is no longer contributing to the cost of these programs. So costs in this area have increased slightly.

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)
6000.00	Title I 2020-21 Carryover 4000-4999: Books And Supplies Subscription to Learning Patio and Scholastic Newsletters - Grades K-5
5199.00	Title I 2020-21 Carryover 4000-4999: Books And Supplies Subscription to Discovery Ed - Science Streaming video resources
18840.00	Title I 2021-22 Allocation 4000-4999: Books And Supplies KidBiz/Achieve 3000 - Annual subscription to English and Spanish leveled non-fiction reading program for grades 2-5
4000.00	Title I 2020-21 Carryover 4000-4999: Books And Supplies ST Math -- Annual subscription to K-5 Spacial Temporal Math Program
12675.00	Title I 2021-22 Allocation 4000-4999: Books And Supplies Annual subscription for Lexia Core 5 Reading Support (grades 2-5)
6282.00	Title I 2020-21 Carryover 4000-4999: Books And Supplies Annual Subscription for Raz Kids

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 parts, extended memory, 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. To provide teachers with personal amplification devices to be used during outdoor learning and additional portable sound systems for larger groups during outdoor 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)
4800.00	Title I 2020-21 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

Provide support release time for in grades K-5 to conduct 1:1 reading assessments in Fountas and Pinnell and/or WRAP. Teachers in 2-5 grades assess in Spanish and English.   Additionally to provide periodic release time to review interim data and adjust instructional plans based on data- half day of release time per grade level per meeting.   Support is included for twice yearly release time for
Kinder-- winter and spring Spanish (3 teachers x 2 administrations = 6 days) .1st -- fall, winter and spring in Spanish (3 teachers x 2 administrations = 6 days);
2nd - winter and spring in English and fall and spring Spanish (3 teachers x 4 administrations = 12 sub days)
3rd-5th - Fall and Spring in English and Spanish (9 teachers x 4 administrations = 36 sub days)
Total of 60 substitute days (av. $180/day) = $10,800.00

Sub time for data analysis: 1/2 day in fall x 18 teachers x $90 av.= $1,620.00 Interim assessments analysis during banked time meeting no additional cost. 2nd semester data meetings 1/2 day per grade level = 18 teachers x av. $90/day = 1,620.00

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)
10800.00	Title I 2020-21 Carryover 1000-1999: Certificated Personnel Salaries Substitutes to release teachers for 1:1 reading assessments as detailed above. Interventionists assess Tier III students at least 3x per year.
3240.00	District Funded 1000-1999: Certificated Personnel Salaries Data Meetings

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 Summer 2022 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 2021-2022 school year.

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)
8600.00	Title I 2021-22 Allocation 1000-1999: Certificated Personnel Salaries Provide four hours of meeting time per grade level. Compensation calculated at stipend of $50/hr for 4 hrs of meetings per grade level = $3800.00 SAI Teachers to meet with 3 grade levels each = $1,200.00; Instructional Coach to meet with each grade level = $1,200.00

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

Maintain library and literature collections that can support readers and classrooms in both languages. Enhance the library collection with additional books by BIPOC authors and which can be used to teach to Social Justice Standards. Provide funds to enhance the classroom libraries of new teachers or teachers with new grade level assignments

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)
350.00	American Book Drive 4000-4999: Books And Supplies Replace old or damaged materials and add additional selections to the collection
8000.00	Title I 2020-21 Carryover 4000-4999: Books And Supplies New and replacement books, text replacements, workbooks and library supplies, new core lit and library offerings with a culturally responsive and social justice lens; budget allocations and titles to be coordinated with SLT
4000.00	Title I 2021-22 Allocation

	4000-4999: Books And Supplies Classroom library materials for new teachers and teachers with new grade level assignments

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

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 $6,000.00 in this line item support 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)	Source(s)
20000.00	Site Formula Funds 4000-4999: Books And Supplies Annual Supplies Allocations for School (teachers and general supplies)

Annual Review

SPSA Year Reviewed: 2020-21

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 2020-2021 SPSA operated during on-line learning with some modifications. All Tier III students were identified at the beginning of the year and scheduled to receive services and participated with their intervention teachers on line -- until students returned to in-person learning. The adaptive learning programs we had planned to purchase were purchased and used. Substantial funds were expended to enhance the library collection as well as the collection of books that could be used to teach the social justice standards. A School Improvement Plan focusing on best instructional practices in dual immersion for English Language Development was begun with consultants from the California Association for Bilingual Education providing professional development. We were required to

adjust some plans due to the realities of Distance Learning and staffing shortages, but the overall thrust of program implementation followed the 2020-2021 plan.

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

1. Intervention Reading Services: Distance Learning caused changes in the way in which intervention reading services were delivered and in the total number minutes that could be provided. Due to a reduction overall in the amount of synchronous learning time during distance learning, Spanish and English reading intervention classes were reduced from 30 to 15-20 minutes. Class sizes were smaller and limited to students in one classroom at a time rather than grouping students across classes by reading level. We were not able to offer intervention Spanish reading services to Kindergartners in the spring as planned as so much teacher time was taken for planning for a return to in-person learning. But Kindergarten teachers also used the time of their BIAs a little differently during distance learning and assigned them to call or zoom individually with struggling readers to read and work 1:1 with them. So the students did get extra individualized attention. Unfortunately, all reading intervention programs ended 10 weeks earlier than planned because of the return to in-person learning. However, most students did a good job attending regularly and parents were anxious for them not to miss intervention classes.

2. Parent Education and Outreach: Because many parents were at home and actively overseeing the learning of the younger students, many of them took advantage of the observe methods that they could use at home to practice and watch the way that their children interacted with the instructor. Separate "how to" reading workshops for parents and coaching opportunities for parents were not offered because any parent could (and many did) observe instruction directly.

3. Second Grade SIPPS intervention in particular was reduced to 15 minutes and ended 10 weeks early when we returned to in-person learning. While 2nd grade teachers were scheduled to take over the delivery of this program for the whole class in fall of 2020, the learning curve for distance learning was so steep and teacher time so limited, that the LLI continued to offer services during distance learning. Thus the capacity we had been building to institutionalize this program was disrupted.

4. Substitutes were not needed for IEP, 504, and Student Success Team meetings as these could be held during afternoon asynchronous time.

5. We did not offer afterschool tutoring support or afterschool intervention because we were unsuccessful in finding teachers for these programs and because the district was able to offer 1:1 tutoring services in reading and mathematics for Tier III students from SED families which met the most urgent needs.

6. Technology licenses were renewed as planned and were particularly useful during distance learning and asynchronous learning time. Because of the cancellation of major PTA fundraisers, we did not ask the PTA to provide any support for these programs as they had in past years.

7. SIP paused at mid-year. While our SIP was able to start strong with professional development consultants from the California Association for Biingual Education (CABE) providing on line PD in best practices for ELD, banked time was needed for PD around technology used in Distance Learning, Covid-19 protocols and planning for reopening. At mid-year, the School Leadership Team decided to pause the rest of the year's SIP work, continuing an ELD focus for next year, and cancelling the second half of the contract with CABE.

8. Some of these unexpended resources were reallocated by Site Council to purchase additional books for the library, instructional and assessment materials,   But, some Title I resources also remained unexpended and carried-over for activities in this year's SPSA.

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.

Measurable objectives and metrics have been adjusted slightly for 2021-2022 to reflect the fact that CAASPP data have not been available for two years, causing us to rely on Fastbridge aReading and aMath as measures of student growth in English Language Arts and Math. These assessments do not provide the full range of information provided by the CAASPP. They also use a different rating scale and include 2nd grade in the overall calculations. Based on the Fastbridge data from 2020-2021, numerical targets were adjusted slightly to reflect this reference point rather than the CAASPP scores.

Staffing shortages last year and this meant that we were not able to fill Edison's Community Liaison position until late November 2021. Our current Elementary Library Coordinator has been doing double duty filling this position for approximately one year. During distance learning, this was not such a hardship as we were not offering regular library hours – just periodic book distributions. But we also expanded the library collection last year and need additional time and expertise to catalogue these new books and get them into circulation. So, the budget includes some funds to hire a consultant to help with this task. There are also some increased teacher training costs and classroom library costs to on-board our three new teachers. Also, given the challenges in staffing, Edison will not be attempting to operate its own afterschool reading or math intervention programs. Rather the SPSA contains some funds to extend the reach of the district's 1:1 afterschool tutoring program by including upper grade English learners with scores in the lower range of Tier II.

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

By the end of school year 2021-2022:

1. At least 70% of English learners in Grades 4 and 5 will have scored a 4 on the ELCAP.

2. At least 75% of English Learners at 3rd grade, 65% at 4th grade and 65% at 5th grade will be able to demonstrate advanced mastery or mastery in English Language Arts as measured by Fastbridge A-Reading;

3. At least 70% of English Learners at grades 3, 4, and 5 will be able to demonstrate advanced mastery or mastery on Fastbridge A-Math

4. At least 60% of English learners in Grade 5 will meet reclassification criteria and Edison's overall annual reclassification rate will be at least 10%

Identified Need

For more than two decades, Edison has prioritized increasing the academic outcomes for English Learners. This focus has been due to the school's dual immersion program, which exists in large part to provide an equitable pathway to biliteracy and school success for English learners. It has also been the focus because English Learners (ELs) have been a very significant part of the Edison student population. By design, new admissions each year are as close as possible to 50% Spanish speaking. When the program began, neighborhood demographics were such that up to 60% of new enrollees were Spanish speakers, and most of that population were ELs. The EL population was mainly US born children of immigrant parents and there was a range of levels of English proficiency. Over time, as Santa Monica and the neighborhood surrounding Edison has gentrified, the characteristics of the EL population have shifted. Now only about 50% of new students are Spanish speakers, and that population is split between children who are already bilingual (IFEPs) and English learners. About 20% of new admits are now already bilingual. Further, there is a much smaller range of levels of English, with far more children having intermediate English skills – at least in terms of oral language. And while the EL population also overlaps significantly with the population of families with SED status, there are also now more ELs who have parents who are already bilingual and who are not SED.

As Edison worked to strengthen instruction in literacy in both languages, increase parent outreach and education, and use instructional strategies effective for second language learners, the school made good progress in narrowing gaps between English Learners and the overall Edison population. Scores for ELs climbed from among the lowest in SMMUSD – overall and for ELs – to scores that earned the school consistent awards for being a school that narrowed academic gaps. Edison has multiple awards from the California Department of Education's Title I program for exceeding state scores for low-income and EL students. It has been recognized in 2016 as a

National Blue Ribbon Public School, in 2018 and 2020 as a California Distinguished School, and nearly a decade of Honor Roll awards from the Education Results Partnership as a gap closing school.   However, despite steady progress on closing achievement gaps between the overall student body and its EL population (narrowing to within ten percentage points at 5th grade), beginning with 2018-2019 CAASPP achievement data gaps began to grow again.

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 as was the case previously. This change had the effect of removing the most capable English learners from the EL subgroup. Those students remaining classified as EL were those who were not yet proficient enough to meet reclassification criteria. Those students who remain as ELs include both those students whose English proficiency as measured by the ELPAC does not meet reclassification criteria and also those ELs whose overall academic achievement is not strong enough to meet district achievement criteria for reclassification. Reclassification requires English proficiency, academic proficiency for more than one year, and a teacher recommendation, so there are three places where a student can get "stuck". Also, until 2021-2022, there were no alternate reclassification criteria for EL students with IEPs whose disabilities may have affected their ability to reach acceptable scores on standardized tests. So, changes in reclassification criteria and new changes in alternative reclassification criteria make it challenging to interpret longitudinal reclassification data and to understand whether recent scores for ELs on achievement tests are really an indication of a drop in scores or more a reflection that the criteria for being included as an EL has changed.

Still, assuming that these shifts in scores could be due to program weaknesses, during the reflective needs assessment process of developing the SPSA, Edison considered other possibilities, including: 1) changes in the faculty caused by retirements; 2) a need for greater horizontal and vertical articulation in the area of ELD; 3) possible weaknesses in the English phonics program used in 2nd and 3rd grade when immersion students are first beginning to read in English; 4) a possible need for more targeted coaching and professional development at certain grade levels; 5) the need for more coordination between special education and general education teachers so that ELs with IEPs are still receiving consistent designated ELD as part of their program; 6) possible additional parent outreach and information so that parents of young ELs become strong readers in their native language and ready to transfer those skills to English; 7) the need for refresher professional development on effective designated and integrated ELD practices to strengthen Tier I instruction; and 8) a possible need for additional ELD and academic interventions for upper grade ELs who appear to be "stuck" on their reclassification journey.   Progress in these areas is discussed below in the Annual Review section.

When the Covid-19 pandemic began, it created additional and some different needs. The while school shifted to distance learning for a full year, creating an urgent need for new kinds of professional development to ready teachers for Distance Learning, and prompting some additional staffing changes. We also know from parent surveys and from requests to the Edison community support network, that many of our families of English learners were particularly hard hit by the closures and continuing pandemic. Concerns were high about job loss (as many worked in some of the most vulnerable industries), housing loss, access to health care, illness and loss of family members working in front line jobs, less reliable access to broadband internet access, and less ability to supervise children during on-line learning. The district opened a no-cost Learning Hub at Edison during the school closures targeted on children of English learners and some (but not all Edison ELs) were able to participate to take advantage of access to broadband and supervision of children as they worked. Other EL families needed to relocate during school closures to live with family – sometimes in other states and/or out of the country. While parent surveys and dialogue at monthly ELAC meetings during distance learning let us know that EL parents were very concerned and trying their best, but that they were very concerned about the possible academic effect on their

children. Others also let us know that during the isolation of the pandemic, their children lost access to English speaking peers and lived in a mostly Spanish speaking family environment – causing them to worry about possible setbacks in their children's English acquisition.

While year-end data and initial fall diagnostics indicate that Edison had little overall learning loss, the data also indicated that the pandemic and distance learning had widened the achievement gap between ELs and the overall student population. The school had already responded to concerns about a possible growing gap with targeted professional development, shifts in staffing assignments, and a change in initial English phonics instruction in 2nd grade, when the Covid-19 pandemic hit. But the shift to distance learning for more than a year caused its own demands on teacher time, with the need to spend much professional development time for teachers to learn the programs and instructional skills to effectively teach on line. Use of the CAASPP was suspended for two years, causing further challenges in looking at data longitudinally.   We also knew from the differing responses of parents who responded to the 2019-2020 school survey in English from the responses of those who responded in Spanish. Overall, those who responded in Spanish were more likely to report concerns about technology access, lack of adequate adult supervision to support student learning, and more concerns about income, access to health care, and family loss.   For a discussion of how Edison was able to create some victories for EL students during the pandemic, see the section below in Annual Review.

During Distance Learning, the progress we had made with SIPPS eroded to some degree. Overall synchronous instruction time was reduced and thus the SIPPs classes had to be reduced to only 15 minutes. 2nd grade teachers had so many other new things to learn in the shift to Distance Learning that they felt unable to take over the responsibility of teaching SIPPS, so the LLI did it again. She was also unable to provide the follow up Tier III SIPPS instruction for students who were still working on mastery of English phonics – largely English learners – due to social distancing and stable groups requirements that were in place. These factors limited the effectiveness of the program during distance learning and interrupted the teachers' experience with the program and when we returned to school in 2021-2022, they indicated that they did not feel capable of implementing the program on their own.

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. 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. Professional development for teachers in using Lexia Core 5 was provided at the end of 2019-2020 school year and it resulted in requests from 4th and 5th grade teachers for Lexia licenses for their students. We initially started with a few licenses for Tier III students, but teachers found it valuable for all students to plug some holes in English language arts instruction and support English Learners and requested licenses for the entire grade in 2021-2022.

Workshops for parents of emergent readers were held and the Spanish Reading Intervention Teacher offered follow up coaching and observation opportunities in 2019-2020. They were not held during distance learning due to time constraints, but many parents observed the lessons during on-line instruction and contacted the Reading Intervention Teacher for follow ups. Both parents and staff have identified a need to bring these workshops back and expand them to reach more parents in 2021-2022.

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 2021-2022 at least 47% of ELs in 3-4-5th grades will score proficient or advanced in ELA In 2021-2022, at least 30% of ELs in 3-4-5 grades will scores proficient or advanced in Math In 2021-2022, at least 85% of ELs in grades 3-4-5 will score 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)

English Learners with Tier II scores in upper grades

Strategy/Activity

To provide additional tutoring and intervention support for students who need support with math or reading skills. Funding is provided to supplement the number of students served in the District's Academic Support Program. The district invited all students from SED families who were also Tier III in reading or math. Edison is providing supplemental funds to include ELs from SED families who are in Tier II and whose teachers recommend a need. Funding is provided for up to 25 students for a 23 week program at $35/week per child. Funding is also provided for additional hours for Edison's Bilingual Instructional Assistants to provide additional push in services for Tier II 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)	Source(s)
20125.00	Title I 2021-22 Allocation 5800: Professional/Consulting Services And Operating Expenditures Tutoring services for Tier II ELS in upper grades
6000	Title I 2021-22 Allocation 2000-2999: Classified Personnel Salaries Approximately 12 extra hours per week of BIA push in services for Tier II students

Strategy/Activity 2

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 Training and Education.   Since parents can no longer "listen in" over their children's shoulders when they are in reading intervention classes, we are re-instituting parent workshops for parents of emergent readers – offering a series of three "how to" workshops for parents of 1st graders and three for parents of 2nd graders in November-January. We're also creating videos of these workshops in English and Spanish as an additional resource for parents.   The interventionists are using the digitized lessons and slide decks as a support for in person learning and to send things like fluency worksheets with students for at home practice. Additional workshops are planned for parents of upper grade readers later in the year, and some to illustrate different math strategies taught in Common Core Math and used in CGI.

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)
2192.91	Title 1 2021-2022 Parent and Family Engagement Allocation 1000-1999: Certificated Personnel Salaries Provide prep and delivery time for a series of 12 workshops -- 3 in Spanish and 3 in English for parents of 1 and 2nd graders. Funding also included to provide two additional workshops on reading comprehension for parents of upper grade children and a series of 4 workshops on math practices.
1267.00	Title I 2021-22 Allocation 1000-1999: Certificated Personnel Salaries Additional cost of parent workshops beyond the 2192.91 allocation for Parent Engagement
3000.00	Title I 2021-22 Allocation 4000-4999: Books And Supplies Math manipulatives and home reading support supplies

Strategy/Activity 3
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 ELD Immersion Practices for English learners and materials for integrated ELD. Provide support for the Edison School Leadership Team coordinate and monitor the School Improvement Plan. Four meetings during the year will provide release time for the

classroom teachers on the SLT in an AM/PM format to support half-day meetings of the primary grade level leaders and the upper grade level leaders. Non-classroom teacher members of the SLT attend both the morning and afternoon meetings but do not require release time from a substitute. Three full day substitutes will be needed for each of four meetings. Additionally, two full-day SLT meetings of the entire team are scheduled, requiring six full day subs for each meeting. Three additional SLT meetings of the full team are scheduled to be held after school with time donated as an adjunct duty assignment. Additional meeting time is provided for a subset of the SLT to work on reviewing and revising the school's 2nd and 3rd grade English phonics program.

Although most meetings of the grade level PLCs occur during banked time, some support is also provided for six, 1.5 hour PLC meetings held during the day. Substitutes are provided to release teachers for these meetings.
Provide supplemental high-interest non-fiction books in English for classroom libraries to support integrated ELD lessons in the 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)
5400.00	District Funded 1000-1999: Certificated Personnel Salaries Support for release time for teachers to participate in Grade Level PLCs working on cycles of inquiry in the area of improved integrated ELD instruction with the aim of increasing supported oral language development of ELs
3800.00	District Funded 1000-1999: Certificated Personnel Salaries Support for release time of the Edison School Leadership Team as it works to coordinate the school SIP in integrated ELD and ensure vertical articulation of strategies across the grade levels
4750	District Funded 4000-4999: Books And Supplies High-interest non-fiction books to supplement classroom libraries and be used as teaching tools for Integrated ELD. Approximately $250 per classroom
1800	Title I 2021-22 Allocation 1000-1999: Certificated Personnel Salaries Release time for 2nd, 3rd, and SAI teacher leaders to form an EL-PLC and with the

	Academic Coach, LLI and Principal conduct a review of scope and sequence for an integrated approach to English phonics and Designated ELD between 2nd and 3rd grades.

Strategy/Activity 4
Students to be Served by this Strategy/Activity
(Identify either All Students or one or more specific student groups)

All Students -- especially those in 2nd and 3rd grades

Strategy/Activity

Purchase English phonics and ELD materials recommended by the El-PLC Team to strengthen English phonics instruction and Designated ELD at these grade levels. Additional funds are to provide training to 2nd and 3rd grade teachers in the effective use of these programs and to map instruction for the coming year.

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	Title I 2020-21 Carryover 4000-4999: Books And Supplies materials
2400.00	Title I 2020-21 Carryover 1000-1999: Certificated Personnel Salaries Release time for six teachers for two full days for training and planning

Annual Review

SPSA Year Reviewed: 2020-21

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.

Edison began work in each of the areas identified as possible program weaknesses/areas for improvement. Accomplishments in in 2019-2020 and 2020-2021, are as follows:
- Created SIP plans with a focus on the achievement of ELs, having teachers work together in grade levels in cycles of inquiry focusing on EL achievement in literacy and ELD;
- Started an EL-PLC with 2nd, 3rd, and Special Education Teachers to work on issues of initial English literacy and integration;
- Engaged consultants for professional development in the area of best immersion practices in ELD and developing literacy;

- Piloted a program to implement an English phonics program already approved by SMMUSD as an intervention with all second graders and adopted a training of trainers model to build capacity of 2nd grade teachers to implement this program;
- Offered E3D, and ELD intervention before and after school as a supplement for ELs;
- Began exploring English phonics approaches for 3rd grade, looking at new materials from Teachers College and using SIPPs again as an intervention for targeted students; and
- Offered parent coaching and education workshops as a part of our Spanish reading intervention program to help EL parents boost children's literacy in their native language and build skills for transfer.

However, in the midst of this work, the Covid-19 pandemic began – shifting the school to distance learning for a full year, creating an urgent need for new kinds of professional development to ready teachers for Distance Learning, and prompting some additional staffing changes.

In some ways, Edison was able to use distance learning in a way that created some victories for EL students. Intervention groups were much smaller and offered students more time to speak, read aloud, and get immediate feedback on their work. Many students in Tier III Spanish interventions made more rapid gains than usual during this time as well. Their parents could (and often did) join the children on screen to watch their reading intervention teacher and see the strategies they used and were able to closely follow student growth. Students with IEPs were provided with special education services away from core synchronous instruction time in general education. Some of the instructional techniques that made for effective on-line teaching played to the needs of English learners – especially the pairing of visual and auditory information and the videos teachers used to build background knowledge. Teachers sent detailed daily schedules with learning objectives and links where parents could contact them during designated office hours and many parents took advantage of this to email, call and zoom with teachers. Additionally, many EL students thrived during their much smaller and daily designated ELD lessons with teachers – required across the district during distance learning. Teachers reported being able to elicit much more English language use from ELs when the other children were given asynchronous work to do and they had protected time with the students. Students also reported loving this engaging time with each other and their teachers, often referring to designated ELD as "English club." Emblematic of this was the fact that one EL 5th grader insisted that she did not want to be reclassified as FEP (although she met all the criteria) if it meant having to give up "English club" – and she negotiated an exception so she could remain part of designated ELD. Finally, many parents of EL students who qualified for the district's afterschool 1:1 tutoring program reported that they thought that this program was of great benefit for their children – especially in the areas of math and English where they felt less equipped to help their children with homework.

Despite the many challenges that distance learning posed for parents of English learners, those parents who were able to stay home and dedicate themselves to overseeing student learning found themselves learning much more about what daily instruction looked like for their children. Discussion at ELAC meetings included reports that parents learned more about the way reading, English, and math were taught and they had a chance to observe the ways that their children interacted with instruction. Some were very worried about attention challenges that they observed and others had more first-hand experience with the fact that while their children could decode, they faced comprehension and expression challenges. But for parents who were not able to be home overseeing learning, Distance Learning provided many challenges. Their children needed to rely on an older sibling, a babysitter, daycare provider – or themselves. Some children took advantage of teacher's office hours and teachers tried to reach out with regular check ins with struggling students, but it was difficult to connect. Often the children were not in locations in the afternoon

where they could easily be on line. So, the positive opportunities were not evenly distributed among EL families.

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

As discussed above in the Needs Assessment, our multi-year work to build the SIPPS program as an teacher implemented core part of 2nd grade instruction faltered during distance learning and we were not able to build the capacity of that team to independently implement the program. Given the small amount of instructional time in English in 2nd grade (20% of the instructional day) and the need to offer both ELD and ELA, it suggests that we may need to go back to the drawing board at that grade level to look at a scope and sequence for English phonics instruction and ELD. Some of the work may be better split between second and third grades (where the amount of English instructional time grows to 30% of the day). The EL//PLC will be used to study this in 2021-2022 and make additional recommendations.

We built on our successful experience in 2018-2019 of bringing in research experts in the field of dual immersion education (Drs. Virginia Collier and Wayne Thomas) to provide a research symposium for parents, teachers and school staff. In 2020-2021, the Edison SIP included a contract with experts in the area of English Language Development through the California Association for Bilingual Education (CABE) Professional Development department. We completed about half of this contract with effective on-line PD for teachers, but needed to cancel the contract at mid-year because of other demands on teacher time with distance learning and the shift to re-opening.

Planned investments training all staff with Responsive Classroom were also made and for two successive summers (2019 and 2020) we hosted an Introductory and an Advanced Institute in Responsive Classroom. Most, but not all Edison teachers were able to attend. With some staff turn- over, we are investing in 2021-2022 in training the new staff and sending some teachers to additional advanced training. We have made great use of the Interactive Modeling and Language for Learning modules and Responsive Classroom's Morning Meeting became the centerpiece of our daily Social Emotional Learning time – especially as it promotes oral language development and language use by all class participants.

The District was able to offer 1:1 tutoring services for students from SED families and many of Edison students were able to access 1:1 virtual afterschool tutoring in reading and/or math thanks to a district initiative with 3-2-1 Tutors.
Consequently the planned afterschool tutoring support with funding from Title I in the Edison SPSA was not delivered. While we did not expend the funds initially reserved for this program, after discussion with Site Council, the funds were moved to increase the books purchased to refresh the Edison library collection with additional books in Spanish and books with Social Justice themes.

Reflecting on our EL data and our instructional practices we also looked at whether -- in an effort to help students become proficient in English with all deliberate speed -- we may not have invested sufficient time in continuing to build sufficiently rigorous literacy skills in Spanish. The work that we did in 2018-2019 with Drs. Collier and Thomas and the Center for Applied Linguistics Dual Immersion Self-Study, caused us 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 often struggle to meet grade level standards in ELA or math. Just because they have enough skills to no longer be considered as in

need of Tier III instruction does not necessarily mean that they have Spanish literacy skills to fully access texts and instruction in that language as the content becomes denser in the upper grades. EL students can be "stuck" in Tier II – without access to intervention resources during the school year and in the summer --- and still not make the accelerated progress they need to achieve academic proficiency. Thus, we will begin looking more carefully at EL students in Tier II to try to provide some intervention services to those who are not accelerating in the classroom and we will continue to work on Tier I integrated ELD strategies that can better support the EL students in their general education settings.

We will also continue to consider adopting a standard commercial program for designated ELD program appropriate for our dual immersion program in grades 2 and 3. Especially since Edison teachers use a combination of Readers Workshop and Benchmark for English reading instruction, some consistency in ELD approaches between these two grades seems essential. This year's EL-PLC will focus on looking at both designated and integrated ELD practices across the two grade levels.   We need to use best immersion and ELD practices to create ELD instruction closely related to core instruction. And we need to do this in a manner that is both horizontally and vertically articulated. This is a good moment to make sure that our knowledge of best practices is current and deep and that we have some supported time to work together to develop tools and fundamentals for lesson development.

Workshops for parents of emergent readers were held in 2019-2020 and and follow up coaching and observation opportunities were offered. Workshops were not held during distance learning due to time constraints, but many parents observed the lessons during on-line instruction and contacted the Reading Intervention Teacher for follow-ups. The Spanish reading intervention teacher began sending home fluency sheets that parents could use to practice high frequency and decodable words with their children to build automaticity. However, we were not able to provide parent workshops about how to support children with Mathematics last year or do to additional evening because of a shortage of teachers who were available in the evenings. With so many parents now accustomed to zoom meetings we are finding that we are now able to draw more parents to these workshops and more teachers are available in the evenings. We are also working to incorporate video of students learning into these workshops and record them so that they can be used on-demand by 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.

1. The Edison SIP will continue to focus on Integrated ELD with additional professional development for teachers and collaborative work to create integrated ELD practices to increase the amount of supported student oral language development.
2. The EL-PLC will be re-constituted to work with 2nd-3rd-and Special Education Teachers along with the Academic Coach, LLI and the Principal to work on issues of introduction of English reading, defining a scope and sequence for English phonics (compressing K-1-2-3 standards into two years), selecting approved phonics programs for each grade and also determining an articulated plan for Designated ELD at these two grade levels.
3. Additional funds are designated to work with ELs whose scores place them as low Tier II students, especially those in the upper grades and supplemental funds will be added to the district's 1:1 tutoring program to serve low-scoring Tier II ELs in 4th and 5th grades in the areas of reading and math. This recommendation reflects input from ELAC about the desire for more intervention support for English learners. Since core district funds already support the inclusion of Tier III

learners, the Edison SPSA will allow for the inclusion of lower performing ELs who score in Tier II -- especially those in the upper grades.

4. The number and type of parent workshops will be expanded and offered in a virtual format with workshops being recorded for later reference and on-demand use. Workshops will be offered in both Spanish and English.

5. Additional training will be provided in the use of Responsive Classroom for teachers and classified staff -- especially in the areas of language use and interactive modeling as a tool for integrated ELD.

6. While we have held multiple workshops on the reclassification process, based on feedback from ELAC, we will also design and record workshops for parents to walk them through that process at Edison and include specific targeted ideas about how parents can support their EL children in being able to meet reclassification criteria in a timely fashion.

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. by the end of the 2021-2022 school year, at least 13% of students will have demonstrated Excellent attendance and at least 64% will have demonstrated satisfactory attendance as measured by reports from A2A attendance. The same metrics will indicate that the manageable attendance category will be no more than 22% and the percentage of students with Chronic and Severe Chronic attendance problems will be reduced to a maximum of 2.5% combined.
2. By the end of 2021-2022 teacher surveys and evidence collected during learning walks will indicate that Responsive Classroom, Olweus Anti-Bullying Program, and Mindfulness are being implemented in at least 90% of classrooms

Identified Need

Attendance: Edison's attendance rates are generally high. In 2020-2021, 87.5% of Edison students had attendance that was either excellent or satisfactory. This is an improvement over the 68.3% of the students in these categories in 2019-2020. The greatest improvement was in the % of children with excellent attendance (20.6% to 39.0%). The number of students with Manageable attendance declined to 9% and those with Chronic Attendance problems were reduced to 2.9% (.07 having Severe Chronic attendance problems). However encouraging as these trends and accomplishments may be, it is important to recognize that standards were different during Distance Learning such that even if students logged on and participated in one instructional activity, they were counted as present, rather than the requirement with in-person attendance that they come on time and remain on campus for close to the entire day to be counted as present. While it will take more work this year to improve attendance since the requirements are higher, we still set goals that reflect modest increases over last year's accomplishments.

Absences are reconciled with calls home. Attendance is reviewed monthly and the Senior Office Specialist and/or the Principal/Assistant Principal confer with parents whose children have excessive absences. Our goal is to unpack the problem and explore what problems are leading to high absences and then to work with the family to solve the problem and increase student attendance. When those calls reveal health problems, the nurse's office is involved to consult with families and help refer for medical services as necessary or to make a health care plan for school to reduce absences due to chronic illnesses like asthma. This year with Covid-19 rules in place, we expect to have more excused absences due to illness since students need to be sent home if they have symptoms that might be associated with Covid. However, the Health Office Specialists and the School Nurse follow up with families on a daily basis to make sure that children can get the PCR tests or negative symptom reports needed to return to school quickly. With weekly on-campus PCR testing, we've only had a handful of positive cases and only two cases to date (11/17/21) where exposures at school resulted in classes needing to quarantine.
When conferring indicates that attendance problems may be due to child care needs, the Community Liaison directs the family to resources that may help with needing extended care hours. Cases that are chronic or non-responsive to telephone conferences and reminders are referred to the Edison School Attendance Team (SART) which often calls a Student Success Team meeting

(SST) to look more deeply into possible causes of high absenteeism. We invite parents, the teacher, the school counselor, and/or a member of the school's special education team to explore the reasons behind the absences more fully. At times the outcome is referral to counseling services for the child, parenting classes for families, child care resources, a recommended consult with the child's health care provider to further explore health concerns or issues related to emotional health and behavior. When a child's behavior is impeding regular and on-time attendance, we consult with the district behaviorist to develop a positive behavior support plan, develop engagement strategies to be tried by the teacher in class, explore and in some cases referral to the 504 or Special Education Team for assessment of learning disabilities or other health impairments.

Social Emotional Learning: Edison had identified a need for a schoolwide approach to Social Emotional Learning in the classroom. We spent two years engaging in Professional Development on Mindfulness, implemented the Mind Up Curriculum across classrooms and purchased a variety of resources for teachers to implement daily mindfulness minutes. We in 2019 we also began the process of training all our teachers with Responsive Classroom, with an intensive institute in the summer of 2019, follow up one-day training for all staff, a monitoring/implementation visit from our Responsive Classroom consultant, and finally an intensive summer Advanced Responsive Classroom institute in summer 2020. Nearly all staff have been trained with intensive institutes and the one day follow up. Staff new in the 2021-2022 school year have been trained during the first semester. Additionally, Bilingual Instructional Assistants, Campus Monitors, Physical Activities Specialists, Special Education Paraprofessionals and the Elementary Library Coordinator were trained in how to use Responsive Classroom strategies and language for behavior and discipline. They were also trained in basic problem solving strategies, use of "I" statements, and Cool Tools.

Districtwide we have a mandatory 30 minutes per day at the beginning of each day (or at some other designated part of the day) for Social Emotional Learning. At Edison, we have asked teachers to use Mindfulness Practices, Responsive Classroom Morning Meetings, and Olweus lessons as the curriculum for these meetings.

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 goal this year is for all teachers to hold daily 30-minute class meetings using Responsive Classroom and Mindfulness tools to help build supportive classroom communities and learn strategies to manage stress. Visitors to classroom should be able to see evidence of mindfulness, Responsive Classroom, and Olweus practices in place in at least 90% of our classrooms. Self-reported teacher data should also indicate this level of adoption.

Bullying and School Safety: The last year for which we had data on the California Healthy Kids Survey and the Olweus Anti Bullying Surveys indicated that the overwhelming majority of students perceive school to be a safe place, with social emotional learning supports, caring adults who hold high expectations for them, an anti-bullying climate and a place where rules are clear and students are treated respectfully. Compared to state averages, Edison students report more positive perceptions than do students statewide (the only exception being that 85% of Edison students reported high expectations from adults at school as compared to 86% statewide). As measured by the California Heathy Kids Survey, we also have some areas for growth. For example, while the

number of children reporting having been hit or pushed (31%), been the subject of mean rumors (43%) or being called mean names (45%) were at or below the state average, they are still unacceptably high for a campus that consciously teaches kindness, respect for differences, justice and problem-solving skills. We would like to see reductions in each of those areas. Finally, while the percentage of students reporting that they felt they had opportunities for meaningful participation (42%) and the percentage who felt that students were treated fairly(55%) were similar to state averages, they are also not the results we would like to see. So, we will engage in some unpacking of those perceptions to try to better understand why students are feeling that way, in what programs this is occurring, and explore with students what we can do to create more meaningful student participation in their learning.

Finally, the last year for which we had Olweus survey data indicated that while rates of reported bullying had declined over time since we started measuring this area in 2011, there was an uptick among both boys and girls from 2018-2019. Fairly consistently, rates of reported bullying were highest in 3rd and 4th grade and drop off in 5th grade. The types of bullying most commonly reported over time are verbal bullying and exclusion. Racial bullying was reported for the first time since 2016 in our 2019 data. While the rates of children who tell someone about bullying have risen over time in response to consistent messaging about telling someone, students are still relying primarily on telling peers or siblings rather than adults. They are more likely to confide in their parents than in adults at school -- with only about one-third of respondents saying they've gone to a teacher or another adult at school.   While rates of empathy for bullied children are high and have remained so (over 90%) the percentage of children who have actually become "up-standers" rather than bystanders (a consistent message at school) has only increased modestly over time for boys and actually slightly declined for girls.   Bullying behaviors are most commonly reported on the playgrounds and lunch room where there are more unstructured settings, but the fact that 10-11% of children report bullying in the classroom when the teacher is present is something we want to explore more deeply. Our first thought is that it may be happening in small group settings where children are working together and the teacher may be assisting other students, so using Responsive Classroom we will increase our focus on using interactive modeling to teach acceptable kinds of interaction and problem-solving skills.   With a better understanding of how the students are experiencing bullying behaviors and consistent SEL work in each classroom, we are aiming for continued decreases in reported incidents of bullying and interpersonal conflict, greater willingness to assist each other and increased reporting of bullying to teachers and school staff.   Additionally, while the percent reporting racial bullying was under 20%, there was an uptick in 2019 and in a school that actively works to promote respect for all the rate is unacceptably high. In addition to talking to children to better understand what they are experiencing in these areas, keeping a consistent spotlight on social justice in the lens we use for classroom discussions, literature analysis, and social emotional learning will be essential. We expanded our collection of social justice themed literature and literature about BIPOC people over the last year and efforts will continue in this direction.   Finally, while Edison has a very small population of Black/African American students, it is a group which has grown significantly over the last 2-3 years and this year we are making an effort to convene an African American Parent Advisory Committee to ensure more input from and provide more support for that community.

Parent Engagement: Edison has an active PTA and ELAC with monthly meetings. We also hold periodic town hall briefings and Coffee with the Principal Dialogue sessions and offer various kinds of parent workshops. All materials go home in both Spanish and English and translation/interpretation is available at all meetings. Staffing of the school reflects the composition of our student body. Until the Covid shutdown, Edison had about 250 trained and screened parent volunteers and had many parents on campus on a daily basic, including large gatherings for informal weekly Cafecito and Wednesday morning on-campus meetings. However, with Covid, parents volunteers are not allowed on campus and most parent meetings have shifted to virtual formats.

Participation in school meetings and briefings have actually increased during virtual meetings. The Edison Site Council has long conducted an annual parent survey asking parents questions about the degree to which they feel that their children are safe at school, feel comfortable going to teachers and/or administration concerns, understand how to get information, know what their children are responsible for learning, etc. However, in Spring 2020, Site Council decided to change the survey questions substantially to respond to the immediate needs surrounding the Covid closures. And in spring 2021 Site Council decided not to conduct the survey --- feeling that parents had survey fatigue because of the many and frequent surveys about distance learning and re-opening models. However the last survey for which we have data gave us information about parent needs and concerns regarding distance learning and we used the findings as we re-designed our distance learning approaches for fall 2020. However, it did disrupt the annual collection of data on traditional measures of parent engagement and satisfaction. That is why the Parent Survey is not referenced as a data metric below. We hope that the survey will be able to include some of these more traditional measures in spring of 2021 with some comparable questions so we can return to tracking parent perceptions of school safety, discipline, academic support, and parent/student needs.While our plan had supported a Family Singing Circle even through the pandemic to build community and connection among Edison families, the numbers fell to just one of two parents during distance learning and it was not included in this year's music contract for the first semester due to the fact that parents are still not back on the campus.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Attendance Data reported by A2A Olweus Survey Edison Parent Engagement Survey District Hanover Parent Surveys Number of teachers trained in RC, Teacher Survey on use and results of walk throughs	At the end of the 2020-2021 school year, A2A attendance data indicated that 39% of Edison students had excellent attendance and 48.5% had satisfactory attendance, The percent with manageable attendance had fallen to 9% and only 2.0% had Chronic Attendance problems, with just 0.07% reporting Severe Chronic	Based on A2A attendance data by the end of the 2021-2022 school year, Edison will have: Increased the percentage of students who exhibit Excellent and Satisfactory attendance, to 42% and 50% respectively. Reduced the percentage of students with Manageable Attendance from 9% to 5% by moving those into the Satisfactory or Advanced Categories. Reduced the percentage of students with Chronic or Severe Chronic attendance problems to no more than 2% of the Edison enrollment.

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)
4000.00	Title I 2021-22 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

Supplemental substitute staff to support library staffing, sub support for IEP/SST/504/SART meetings so teachers can be involved

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)
4000	Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries Library support
2000	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries Substitutes for IEPs/SSTs/504s

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 increase safety on campus by increasing number of Campus monitors, refurbishing and replacing emergency supplies purchasing extra safety supplies for the classroom and emergency bin.

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)
5600.00	Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries Salary for M.D. Cortez - Campus monitor
3000.00	Title I 2020-21 Carryover 4000-4999: Books And Supplies Safety Supplies
12000.00	Parent-Teacher Association (PTA) 2000-2999: Classified Personnel Salaries Salary for S. Giroux

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 5th graders

Strategy/Activity

Add three virtual visual arts lessons for all students as an extension of the Recorrido a America Latina to provide both visual arts instruction and culturally relevant curriculum and extend the reach of the PS Arts program ths year. Additionally to provide support for an in-person 5th grade portrait painting projects as a special culminating project for Edison 5th graders. Edison is contracting with PS Arts Teacher Martha Ramirez Oropeza to provide these services

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)
6500.00	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Contract for Teaching Artists Time

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 a choral music program in Spanish for all Edison PreK-2nd grade students. Contract also includes performances and rehearsals as well as music for 5th grade promotion ceremony

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)
18875.00	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Contract with Spanish music teacher Jacqueline Fuentes
4900.00	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Portable sound systems, stages, and other equipment to support outdoor concerts and performances

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

STEM Enrichment Science In the Garden and Math Olympiad -- Edison is providing support for each class to have eight weeks of NGSS-aligned science lessons on life and environmental science topics in the Edison garden. These lessons are being provided in Spanish by retired Edison teacher Lorissa Boxer in cooperation with classroom teachers. Ms. Boxer is working in her capacity as a substitute teacher on school business. Ms. Boxer developed the curriculum in a previous contract funded under the Edison SPSA and also provides teachers with lessons and materials to extend learning beyond the lessons in the garden. This plan will also support three 5th grade math teams training and competing in the Culver City Math Olympiad. The program will support 16 hours of lunchtime training for up to 21 students. To the extent possible teachers will recruit teams that reflect the demographics of Edison -- by gender, ethnicity, SES, and language status. Students participating in the program will be tasked with taking some of the problems they are learning in training back to their own lasses to share the knowledge with peers.

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)
6000.00	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries

	Costs for school business sub for three eight week sessions for classes, delivered over two days per week.
1500.00	Stretch Grant (Ed Foundation) 5000-5999: Services And Other Operating Expenditures Garden supplies, tools, seeds, soil.
1100.00	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries Teacher time to coach math olympiad team

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

Student engagement and collaborative discipline. To increase staff skills in implementing Responsive Classroom schoolwide, To promote student engagement and agency in developing school rules, recognition for positive and respectful behaviors, support for setting and achieving individuall attendance and participation goals, and developing schoolwide projects, this plan includes funding for certificates and awards, assemblies, spirit days and mascot materials. Using strategies we learned from Leader In Me, students will set their own goals for attendance, reading, completion of various levels in adaptive programs, homework completion etc. and will receive recognition when they hit those targets. A Student Leadership Council will work with staff to create student spirit days and projects and recognition incentives, assemblies. Provide support for a staff member trained in Council in Schools to work with student leaders. Start a 4th grade student Green Team as leaders in recycling, vermiculture, and composting and to share information about environmental issues with Edison students.

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)
3000.00	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Certificates and awards, mascot materials and spirit days
3000.00	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Reward assemblies
1,500.00	Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries

	Additional Salary for BIA who will coordinate Student Leadership Council during lunchtime meetings
5000.00	Title I 2021-22 Allocation 5800: Professional/Consulting Services And Operating Expenditures Conference and registration fees for staff attendance in Responsive Classroom training

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

The site plan supports a robust physical education program and healthy recess time 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)
3000	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies PE and Recess Supplies PreK-5

Annual Review

SPSA Year Reviewed: 2020-21

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 became more important than ever in a distance learning format. All teachers were required to begin their day with a 30 minute Social Emotional Learning Block and teachers became more comfortable with class meetings, mindfulness and other strategies to help students cope with stress and anxiety.

The Recorrido por America Latina was implemented as planned with a combination of literature, visual art, music, and physical education activities in Spanish posted on line. We traveled virtually through Michoacan, Central America, the Andes highlands, the Amazon Basin, and the Caribbean. Virtual field trips highlighted the geography and history of the regions. There were a selection of stories from the different regions read aloud to children with accompanying activities. Visual arts projects were taught via virtual lessons (2 from each region), and songs were taught from each region. We set out a virtual hike through each region, asking students to contribute a certain number of minutes of aerobic physical activity (with calculations of minutes turned into miles as we moved our Eagle Mascot along the virtual trail. Top contributing classes were acknowledged with medals. While this approach could not replicate the experience of in-person work with a visual arts or music teacher, it allowed us to have a unified schoolwide project at a time where very little happened schoolwide. Teachers were able to assign the videos at times that were convenient for them and we had art kits from PS Arts that were delivered to students homes so the would have materials to work with. At the end of each journey, there were boards for students to post their art, recordings of themselves singing the songs, their projects and reflections. One nice thing about this is that all the videos are still on line on the Edison web site, ready to be used whenever or however teachers would like. The PE padlets and physical education choice boards are also still available on line.

As a way of helping students process their feelings about the pandemic, they also created artwork responding to the theme "Juntos através de la pandemía". These pieces became the inspiration for a large oil painting created by PS Arts teacher Martha Ramirez, showing Edison students together going through the pandemic and emerging into the sunshine of the Santa Monica pier and mountains. The physical painting is now hanging in the Edison library and she also created a video representation of the painting featuring all the original pieces of student art that contributed to it, with "Te llevo en el corazon" (the Edison promotion song) as the soundtrack.

We were able to maintain the tradition of the 5th grade play by performing it virtually (recorded on Zoom) and led by our PS Arts Teacher and final product was edited with animation and music and posted on a private youtube channel.

We hosted the Advanced Responsive Classroom training in August before school began. While it was a virtual institute, most of our teachers were able to participate and deepened their skills in Responsive Classroom -- which they needed to use all year in distance learning and continue to use now that we are back with in-person learning.

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

Because of the school closures due to Covid and a year in distance learning, any of the signature cultural and community building events at Edison did not happen. While we had virtual altars, movie nights and other virtual assemblies, there were no opportunities to gather in person.

The Edison Parent Survey, the Olweus Survey, and the Healthy Kids Survey did not happen so we do not have updated data on many metrics against which to measure progress.
We did not need to purchase some things -- PE equipment for example -- but had other safety related needs when we returned to school and needed to set up outdoor classrooms.

Health and safety issues occupied a great amount of time as we explored how to return safely to in-person learning -- for parents and teachers.

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 -Provide training and follow ups for all new teachers and our new Assistant Principal; send a team of teachers to the Responsive classroom training on Behavior and Discipline and have those teachers pilot strategies and provide professional development for the other staff.

Continue parent meetings, workshops, data briefings and Coffee with the Principal meetings in zoom format to accommodate parent schedules. Record parent education workshops so that they can be accessed on demand by parents not able to attend the trainings.

Continue an expanded School Safety Team with representatives from PTA, ELAC, Site Council and other interested parents and community members as we work on updating the CSSP and the safety protocols that will continue to guide our work during Coid-19.

Reinstitute the Edison Parent Survey to allow for collection of data across common questions and provide needs assessment data on current issues.

To provide more authentic opportunities for student leadership, develop a Student Leadership Council to lead students in school rules re-write, oversee school spirit days, advise school on assemblies and school projects. Re-consisitute the 4th grade Green Team, volunteers who will meet with the garden teacher to oversee the school's recycling, trash separation, compositing and vermiculture efforts and share environmental messages and information with the school.

Continue to find ways to safely hold Edison's signature cultural and family events (Dia de los muertos, Baile de San Valentine, Noche de Cesar Chavez, Martin Luther King Kindness and Justice Challenge) and invite families to help shape other events to more fully represent the cultures of the school.

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	$335,495.91

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 ($)

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	$350.00
District Funded	$17,190.00
Parent-Teacher Association (PTA)	$12,000.00
Site Formula Funds	$20,000.00
Stretch Grant (Ed Foundation)	$60,975.00
Title 1 2021-2022 Parent and Family Engagement Allocation	$2,192.91
Title I 2020-21 Carryover	$52,281.00
Title I 2021-22 Allocation	$170,507.00

Subtotal of state or local funds included for this school: $335,495.91

Total of federal, state, and/or local funds for this school: $335,495.91

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
Gina Engler, Chairperson	Parent or Community Member
Constanza Murcia, Vice Chair	Classroom Teacher
Maria Camila Mejia, Secretary	Classroom Teacher
Aida Diaz	Classroom Teacher
Diane Gonzalez	Other School Staff
Idurre Alonso	Parent or Community Member
José Felipe Martinez	Parent or Community Member
Valeria Vega	Parent or Community Member
Francine Ortega	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.
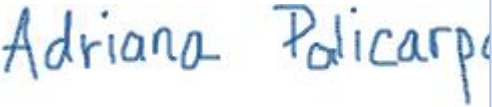
Recommendations and Assurances

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
Adriana Policarp	English Learner Advisory Committee
Judy Tobar Le	Other: Edison PTA, Judy Tobar-Lerner, President

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 December 8, 2021.

Attested:

Lori S. Orum	Principal, Lori S Orum on December 8, 2021
Gina Engler	SSC Chairperson, Gina Engler on December 8, 2021

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.

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 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/guidanceuseseinvestment.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/guidanceuseseinvestment.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/

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