

# 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	June 1, 2022	June 23, 2022

## Purpose and Description

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

Schoolwide Program

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

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

LCAP Goal 1: 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 supported 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 and grounding our work in SMMUSD's Social Justice Framework. 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).

The 2021-2022 SPSA, approved in December 2021, was informed by data from a districtwide parent survey, relevant information from the pre-pandemic Edison parent survey data, and information gathered during regular parent meetings and the formal recommendations from the Edison ELAC. Edison's annual parent survey was interrupted for two years during Covid as during the spring 2020 school closure and the 2020-2021 distance learning school year the multiple parent meetings and surveys during that time mainly focused on immediate concerns about Covid-19, distance learning, and developing an educationally sound and community supported re-opening strategy. The California Healthy Kids Survey was also suspended during that time and the Olweus Anti-Bullying Survey was also suspended. The Edison parent survey was resumed by Site Council in May of 2022 and the State of California resumed its student, staff, and parent Healthy Kid Survey the same month. However, SMMUSD also moved the timeline for developing the 2022-2023 SPSA to spring of 2022 – just six months after the approval of the 2021-2022 SPSA. While the SPSA calendar realignment makes great sense in terms of having a plan in place for the entire school year, it also meant that survey data from these two important sources was again not available to inform the development of the 2022-2023 SPSA. Site Council continued to rely on the data reviewed for the 2021-2022 SPSA as it developed this plan, as well as recommendations from the Edison ELAC. When data from the 2022 Edison Parent Survey and the information from the California Healthy Kids Survey are available, they will be shared in public briefings and reviewed by Site Council to determine if the information merits any adjustments to the 2022-2023 SPSA workplan.

It is important to note that Covid-19 (the physical closure of campuses in 2020, distance learning in 2020-2021, and the resumption of in-person learning with strict Covid safety protocols) altered the way that our schools interacted with parents and the kinds of information parents needed to participate effectively in their children's education. Most of the concerns parents shared during the 2021-2022 school year dealt with questions about Covid-19 safety protocols, concerns about the social-emotional effects of the pandemic and distance learning on students, and concerns about possible learning loss.

Site Council continued to be informed by data from the Edison parent survey conducted in the 2019-2020 school year, that indicated the school closures affected various segments of the Edison community in different ways. As noted in the 2021-2022 SPSA, 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 to high challenge. Responses about the effects of Covid-19 on families 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%).

Priorities of families completing the survey in Spanish compared to parents who responded in English also indicated some notable differences, including: need for access to reading intervention support (78% of Spanish speakers vs 44% of English speakers), concerns about developing strong bonds with students (69% vs 90%), and specific health concerns for their children (67% vs 40%). These data were validated in meetings with the Edison ELAC throughout the 2021-2022 school year where parents reported a perceived slow-down in English learning for their children during the pandemic since (being at home in households where only Spanish was spoken) they had less exposure to informal English in the general environment. The amount of economic hardship experienced by Edison's low income families was also reflected in information from Edison's Community Support Network (a group that raises funds to support families with emergency economic needs). While pre-pandemic requests for assistance were largely situational, during the pandemic 22 families needed food and cash support. ELAC's formal recommendations to Site Council for the 2021-2022 SPSA, also indicated the perception on the part of parents of English learners that their children had suffered learning loss during the pandemic – especially in their English language acquisition. ELAC requested expanded reading support for English learners and homework/tutorial assistance for their children.

Site Council also continued to be informed by data from the last administration of the California Healthy Kids Survey (CHK) which 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.

In 2021-2022 we focused on an item from the CHK Survey focusing on the percentage of Edison students who reported feeling that they had meaningful participation at school. While the Edison response rate (42%) was very similar to the percentage of students statewide (43%), this item was an outlier and became the focus of several efforts in 2021-2022. This indicator on the survey includes questions about involvement in defining school rules or in determining the content of what they study. The relatively low rating confirmed the importance of Edison's commitment to implement Responsive Classroom which includes involving students in a more visible and authentic way in setting school rule. In 2021-2022, Edison followed up on its 2020 Advanced Responsive Classroom Institute by providing all new teachers who missed that training with opportunities to attend Responsive Classroom Training. The school also provided Responsive Classroom Training for Instructional Assistants, Campus Monitors, Physical Activities Specialists, Special Education Paraprofessionals, and the Library Coordinator. Teachers reviewed using Responsive Classroom for classroom management and behavior and discipline. To make sure that the schoolwide discipline framework is aligned to the Responsive Classroom philosophy, the Edison Safety Committee launched a schoolwide review of the school's rules and discipline plan. The process involved student, staff, and parent stakeholders. This work resulted in a plan approved by Site Council in spring 2022 and piloted this year. School rules and discipline protocols were revised. All students participated in rules briefings and discussions, and staff began piloting using Responsive Classroom Consequences on the playground (Loss of Privilege, You Break it You Fix It, and Take a Break). We also established an 18-member Student Leadership Team with a representative and an alternate elected by each classroom grades K-5. These student leaders met weekly with the principal and an instructional assistant trained in Council in Schools and other student leadership protocols. To ensure participation of students at various grade levels, the meetings occurred in grade level bands – K-1, 2-3, and 4-5. Students were involved in reviewing and revising school rules to make sure they were clear to students, working on student-friendly communications and postings, re-establishing a positive behavior incentive program (Golden Eagle Tickets), promoting the program with peers, and involving their classmates in selecting school-wide rewards to work toward. From the many ideas that they and their peers generated, classes voted on a Schoolwide Scavenger Hunt. Student Leaders also endorsed and promoted an outreach project to collect Granola Bars for a local food bank, and made a video about Cesar Chavez and Dolores Huerta to share with the school board, parents and peers. These pilot efforts to increase student engagement will be reviewed by faculty, revised as needed and rolled out for the full school year in 2022-2023.

## 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. This year we also looked for evidence of our schoolwide School Improvement Plan strategy of developing and supporting collaborative talk in classrooms to increase the oral language development skills of all students – with a special focus on English learners. These strategies were in evidence in all classrooms.

Findings from both informal and formal observations indicate that all staff appropriately use most key dual immersion methodology -- maintaining strategic 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 structured 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 after in-person learning resumed, many teachers still used Google Classroom and See Saw to create learning tasks that students could complete and turn in on line and use tools to help students to record and submit video and audio products and evidence of learning. These skills and practices were particularly important through much of the year when a positive Covid exposure would move a class back to distance learning for two weeks at a time. Sometimes during that time, teachers had unexposed students still attending in the classroom and others zooming from home. While such instruction takes more effort, planning and time, teachers continued to sharpen their skills in this area out of necessity. Because of social distancing requirements and the impossibility of off campus field trips for much of the year, they also continued to find and use resources for on-line field trips to enrich instruction.

Teachers continued to make regular use 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). They also made use of district provided services that provided on-line reading selections. These programs were used not only during class time, when social distancing requirements made it difficult to gather students for small group instruction, but also for homework and as tools during the periodic off-campus quarantines experienced by most classes until a “mask-to-stay” protocol was authorized by LACDPH. During distance learning, teachers also increased their planning and collaboration across the grade level, co-creating shared lessons or departmentalizing instructional planning. Most teachers continued that practice upon their return to the classroom. Again, this had both educational and practical benefits as when a teacher became ill and bilingual substitutes were in short supply, his or her students could access the same instruction as being used in other classes. In 2021-2022, teachers 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.

While we had hoped to be able to have a parent leader walk through of classrooms this year, Covid rules did not ease soon enough in the year to make this possible. Health permitting, we will resume this practice in the 2022-2023 school year.

## **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. This focus was continued in 2021-2022, with a targeted focus on strengthening oral language development and the skills of students in building structured collaborative conversations. Teachers scaffolded this instruction with protocols for partner talk, exposing students to needed academic vocabulary, and providing sentence stems to support talk that increasingly included elaboration and detail.

While the year started with grade levels meeting in Professional Learning Communities (PLCs) to develop structures, protocols and data collection instruments, we soon ran into the challenges caused by the December/January uptick in Covid cases and illnesses of students, staff, and substitutes. On the Edison campus, three of our most reliable bilingual substitutes were unavailable for school business subs for much of the year – being pulled for long-term classroom assignments or unavailable due to student teaching. We also had staff who themselves fell ill, who needed to care for quarantined children, and/or who needed to quarantine alongside their students. These higher absence rates and the inability to find substitutes led to a districtwide hiatus on using substitutes for professional development – needing to reserve those few available to assist with assessments. So, we lost two cycles of inquiry and several months of PLC meetings. Our PLCs continued to meet during banked time to discuss progress on oral language development but it was not as robust a program as we had intended. Still, there was evidence of implementation in all classrooms visited and PLCs reported that students had mastered structured talk protocols and were increasingly able to hold elaborated exchanges.

The School Leadership Team (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 one of the members of the SLT also sits as staff representatives on the School Site Council. As discussed above, staff illness and substitute teacher shortages also meant that we were not able to hold all the SLT meetings we had planned. The SLT met primarily during Banked Time meetings where no formal meetings were scheduled for other staff or during compensated time afterschool. This did not afford all the collaborative time we had hoped for and we intend to plan for more meetings in the next calendar year. However, there was also consensus that in this instructional year with so many interruptions due to quarantines, absences, and inconsistent availability of substitutes, our students were better served by teachers being in the classroom as much as possible. While the professional development provided through the SIP/PLC/SLT process is very valuable, it also has to be balanced by the challenges of having teachers away from the classroom too frequently, especially when bilingual subs are not available. We will continue to seek ways to minimize out of classroom absences in the coming year, while still dedicating sufficient time to the SIP/PLC/SLT processes to benefit from this powerful kind of professional development.

**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, reclassification rates of English learners, eligibility for Tier III interventions measured by local 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. In 2021-2022, we used diagnostic data from fall 2021 to look at the needs and skills that students brought back to the classroom after distance learning. We also used interim assessments administered in winter to predict likely year end scores. These data were 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.

While we will have lag data from the CAASPP and year-end district and 1:1 reading assessments at the end of the 2021-2022 school year, these data were not available when the 2022-2023 CAASPP was being developed this spring. In the fall, the data and implications will be examined by staff, shared in public hearings, and discussed in Site Council to determine if any adjustments in the 2022-2023 work plan may be warranted. From interim data, decreasing numbers of students whose local assessment measures qualified for Tier III reading interventions, and the number of English learners who met reclassification criteria this year, Academic achievement appears to be continuing in a similar trajectory as in past years. We will confirm this when all data are available.

## 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. This year we had one teacher take a semester-long leave of absence and were unable to find a long-term substitute with these credentials to replace her. We were able to engage a long-term substitute with substantial experience at Edison (as a former student, parent of former students, instructional assistant, and substitute teacher) and who was finishing up her teacher credentialing process. We assigned the Instructional Coach to support her and she worked closely with the other teachers at her grade level to deliver instruction. Instructional Assistants continued to 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 regular 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)

In 2021-2022 Edison had a full-time Instructional Coach available to assist teachers in implementing standards-based instruction using best instructional practices. She supported 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 (LLI) 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 (increased to .8 FTE in the second semester), who provides reading intervention services to Tier III students in 1st and 2nd grades. 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 school's edible garden, and for support with 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. When possible, 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 2022-2023, SMMUSD will be implementing newly adopted NGSS-aligned Science curriculum and will be implementing newly adopted Social Studies curriculum. It is anticipated that substantial district professional development time will be dedicated to supporting teachers in using these new materials. 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. After a year of piloting two different programs for English phonics instruction in 2nd and 3rd grade, Edison has also settled on the primary use of the SIPP program in 2nd and 3rd grades and developed a scope and sequence for skills in these areas to be taught in these two grade levels. This is important because, due to the dual immersion model, reading in English is not formally introduced until 2nd grade and the time available for instruction in English in 2nd grade (20%) and 3rd grade (30%) is limited. These grades need to address the phonics instruction in English that in all-English programs is provided in grades K-3 and have developed an accelerated scope and sequence and intensive program to do so.

#### 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. The Instructional Coach 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 make it possible to expand services to include students in 1st-3rd grades 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 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. When possible, these services are extended to identified Kindergarten students in the 2nd semester. 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 LLI 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. In 2021-2022, in recognition of increased emotional support needed for some students during the pandemic, SMMUSD used district resources to add another part-time social work clinician to support Edison students. 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 on-campus parent volunteers were limited this year given all the covid health and safety protocols, in past years Edison has had approximately 250 trained and screened parent volunteers to assist teachers. We anticipate opening applications for new volunteers and providing parent training early in the new school year, assuming that public health protocols allow other vaccinated adults 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 has provided support for a campus-based full-time Instructional Coach, and a full-time Language and Literacy Interventionist. Through Edison's Title I program, the school also devotes site funds to hire a part-time Spanish Reading Intervention Teacher. 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 (adaptive and 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 have been coordinated by Edison's Instructional Coach, Principal and Assistant Principal. The Instructional Coach has overseen the collection and analysis of quarterly assessment data and facilitated 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 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 2021-2022 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 2021 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 and launched the school's self-study of the degree to which our rules and discipline practices were aligned with Responsive Classroom and establishment of the Student Leadership Team to increase student involvement in setting rules and other practices that could build student participation and engagement.

The SLT, full faculty and Site Council were all involved in reviewing quarterly data to determine adjustments or changes needed for this year's SPSA. In the absence of CAASPP data, information from diagnostic data (Fastbridge aReading and aMath) and interim data was reviewed by faculty and shared with Site Council as we looked at progress over the 2021-2022 school year and likely needs for 2022-2023. 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. To inform and involve ELAC as the 2021-2022 Site Plan was being developed, 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.

To report on on-going implementation of the 2021-22 SPSA and support ELAC in making recommendations for the 2022-2023 SPSA, at the December 2021 meeting, the Assistant Principal provided a briefing on SPSA goals and services, acknowledged ELAC's input to Site Council, and provided an update on the reclassification process and progress. At the January meeting, the principal provided an update on the Comprehensive School Safety Plan and solicited ELAC input and questions about school safety. In February, the Assistant Principal reported on how to interpret mid-year report cards and what to do with that information to support students. In March, the principal reported on SPSA implementation and solicited informal input from ELAC members about targeted services being provided to English Learners. At the May 2021 meeting, the principal shared an update on Site Council's work on the SPSA and preliminary programs under consideration for inclusion. She also solicited formal input from ELAC for the plan.

Because of regular discussion about achievement data and the SPSA with ELAC and the fact that both the principal and School Site Council Chairperson regularly attended ELAC meetings, Site

Council was aware of ELAC support for expanded targeted services for English learners and 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 supported the expansion of these services during the 2021-2022 school year with site funding to serve additional English learners who did not meet the criteria for the district programs (either because they were not Tier III students or were economically disadvantaged). There was similar feedback 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: Continue to provide support for afterschool tutoring like the 321 Tutoring; If District can't provide it widely enough to support all ELs, Edison should allocate site funds to extend that support.

Response: The district provided funding for tutoring for 53 Edison students from low-income families who had Tier III ELA/Math scores. In 2021-2022, the SPSA included \$20,000 of site funding to add into the district contract with the tutoring company to add 20 additional EL students in the second semester, targeting 20 EL students in grades 3-4-5 with Tier II scores – those who had the lowest scores in this range and those whose teachers concurred that they were producing below grade level work in class. There is an indication that the district will continue to provide these services to Tier III English learners and low-income students, perhaps even increasing the amount of time provided.

While the 2022-2023 SPSA continues to allocate some resources for afterschool support for English learners not served in the district tutorial program and deemed to be “at promise” by their teachers, it is premature to commit to a service delivery model at this time for several reasons: 1) We do not yet have data on the number of students who would need these services in 2022-2023, nor have we been able to see if there was any increase in achievement likely to be attributed to these services in the last year. 2) The students we were serving with site funds last year and would target this year are also not as far below grade level as Tier III students and may not need an intervention as intensive as 1:1 support. 3) We were only providing services for part of one semester last year and providing year-long services would double the expenditure; 4) At the same time, we have a smaller Title I grant this year so we need to use a service delivery method that would allow us to provide appropriate services to the largest number of students in need for the longest period of time. Therefore, this plan contains some dedicated funding for targeted afterschool tutorial support to be provided in-person by Edison staff -- instructional assistants and/or teachers. We will also try to partially fund these efforts with EDUs (for teachers) or flexible afternoon schedules for Instructional Assistants to stretch services. Site Council will review the service delivery method in the fall when we have data on needs and available staff to deliver services and may make revisions to either the targeting or service delivery model at that time.

2. Recommendation: Offer parent workshops to help with reading. They should be based on grade level.

Response: The 2022-2023 SPSA includes funding for a series of parent workshops for 1st and 2nd grade parents of emergent and struggling readers and workshops for parents of older readers targeted on supporting comprehension.

3. Recommendation: Parents would like to continue to receive updates on achievement of English Learners in math and English language arts and the numbers of students meeting reclassification criteria.

Response: These will continue to be provided on a regular basis.

4. Recommendation: More parents should be informed about what Reclassification, what is the process, and how parents can support students English Language Development progress.

Response: This was provided last year and will be scheduled and publicized for ELAC meetings at the beginning of the coming year. Additional updates will be scheduled at each window for reclassification and will include training for parents in how to use Edison's adaptive programs that support English Language Development (Lexia and KidBiz for upper grades and Raz Kids in English for primary). 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: Provide support for ELD at every grade level and offer intervention support in English for English Learners at the earliest possible age.

Response: There is English Language Development offered at each grade level and the SLT continues to focus on high quality Tier I ELD instruction in every classroom. The immersion model does not make earlier pull out/supplemental ELD support appropriate as it would reduce students' participation in core English reading instruction and ELD in the classroom. 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 effective to pull students from targeted 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 Edison SIP will continue to focus school improvement efforts on our English Learners – collecting and reporting disaggregated data and examining how well strategies are serving this group of learners. To make this work more transparent to ELAC members, a representative of SLT will provide a periodic briefing on the strategies being utilized at each grade level with some ideas about how parents can support this work at home. As a result of work during 2021-2022, the SLT has adopted a scope and sequence for English phonics work (phonemic awareness in the primary grades) across the grade levels. This will also be shared with parents so that parents of English learners are aware of the English phonemic awareness and phonics skills students should be learning at each grade. Supplemental support for English Learners will continue to be provided second semester of 2nd grade by the LLI, as will support for English Learners in danger of becoming LTELs in grades 3-4-5.

## Resource Inequities

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

Approximately 49% 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		
	19-20	20-21	21-22	19-20	20-21	21-22
American Indian	0.46%	0.2%	%	2	1	
African American	3.87%	3.8%	3.12%	17	16	12
Asian	1.37%	1.4%	1.82%	6	6	7
Filipino	0.23%	0.2%	%	1	1	
Hispanic/Latino	62.64%	63.2%	63.64%	275	270	245
Pacific Islander	0%	%	%	0		
White	30.3%	30.4%	30.65%	133	130	118
Multiple/No Response	0.91%	0.7%	0.78%	4	3	3
	<b>Total Enrollment</b>			439	427	385

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	19-20	20-21	21-22
Kindergarten	96	82	63
Grade 1	72	72	59
Grade 2	69	71	69
Grade3	66	69	70
Grade 4	68	65	64
Grade 5	68	68	60
<b>Total Enrollment</b>	439	427	385

### Conclusions based on this data:

- 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 was fully enrolled until the pandemic. Class sizes have been smaller since that time but are growing again. Enrollment during the pandemic has declined among younger students and has not yet completely recovered. These smaller cohorts currently in TK-K-1 will likely stay small through most of their time at Edison because it is hard to add new students after 1st grade given the instructional model. Now that the preschool is again open and on campus there are approximately 400 children on the Edison campus again.
- Enrollment currently varies by grade level, reflecting lower enrollment during Distance Learning in TK and K and some parent concerns about sending young unvaccinated children to school before it is mandated by the state (grade 1). Class sizes in TK-3, are capped at an average of 24:1 per class; but currently student teacher ratios are lower. More students can be enrolled in upper grades, but also, when we lose students past grade 1 it is much

harder to replace them as students need to have reading and writing abilities in both English and Spanish to join the program.

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%. The proportion of low-income students had been declining, but has recently grown to 49%

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	19-20	20-21	21-22	19-20	20-21	21-22
English Learners	144	124		32.8%	29.0%	
Fluent English Proficient (FEP)	126	115		28.7%	26.9%	
Reclassified Fluent English Proficient (RFEP)	7	10		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

## Local Assessment Data English Language Arts

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	381	261	51%	31%

## Local Assessment Data Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	21-22	21-22	21-22	21-22
Winter Diagnostic Data	381	240	43%	37%

### Conclusions based on this data:

- Over half of Edison students were at or above grade level in English reading of the beginning of the school year. Considering that Edison students only begin formal reading in English in 2nd grade, these are strong scores. The percentage of students who were not tested reflects those in K and 1 who do not read nor test in English.
- Math is taught at all grade levels at Edison in Spanish. Students in K-1 also test in Spanish. Fewer Edison students were able to demonstrate at or above grade level performance in math on diagnostic assessments. Edison teachers used a lot of hands-on math to work on number sense and problem solving ability this year to address this lower skills set initially reported.
- Because of the different achievement categories between the CAASPP and local assessments, direct comparisons of these data with past CAASPP data are not possible. Additionally, scores for local assessment data are given in the aggregate, while CAASPP scores are provided by grade level. However, it is possible to say that the percentages of students on winter diagnostic data who were at or above grade level in ELA (51%) and math (43%) appear to be lower than the percentage of students at or above grade level in any grade level on the CAASPP. Further, local assessment data are winter and diagnostic and do not represent year end achievement as do CAASPP data.

# 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	68	67		68	0		68	0		100	0.0	
Grade 4	67	64		67	0		67	0		100	0.0	
Grade 5	71	68		71	0		71	0		100	0.0	
All Grades	206	199		206	0		206	0		100	0.0	

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2471.			45.59			20.59			23.53			10.29		
Grade 4	2518.			43.28			25.37			22.39			8.96		
Grade 5	2575.			56.34			23.94			9.86			9.86		
All Grades	N/A	N/A	N/A	48.54			23.30			18.45			9.71		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	50.00			33.82			16.18		
Grade 4	43.28			47.76			8.96		
Grade 5	46.48			42.25			11.27		
All Grades	46.60			41.26			12.14		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	27.94			64.71			7.35		
Grade 4	29.85			65.67			4.48		
Grade 5	59.15			35.21			5.63		
All Grades	39.32			54.85			5.83		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	32.35			58.82			8.82		
Grade 4	40.30			55.22			4.48		
Grade 5	32.39			59.15			8.45		
All Grades	34.95			57.77			7.28		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	42.65			41.18			16.18		
Grade 4	32.84			49.25			17.91		
Grade 5	49.30			42.25			8.45		
All Grades	41.75			44.17			14.08		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	68	67		68	0		68	0		100	0.0	
Grade 4	67	64		67	0		67	0		100	0.0	
Grade 5	71	68		71	0		71	0		100	0.0	
All Grades	206	199		206	0		206	0		100	0.0	

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

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	2453.			32.35			25.00			23.53			19.12		
Grade 4	2500.			26.87			28.36			35.82			8.96		
Grade 5	2555.			47.89			15.49			21.13			15.49		
All Grades	N/A	N/A	N/A	35.92			22.82			26.70			14.56		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	41.18			30.88			27.94		
Grade 4	37.31			37.31			25.37		
Grade 5	56.34			23.94			19.72		
All Grades	45.15			30.58			24.27		

### 2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	23.53			58.82			17.65		
Grade 4	31.34			47.76			20.90		
Grade 5	45.07			36.62			18.31		
All Grades	33.50			47.57			18.93		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
Grade 3	38.24			48.53			13.24		
Grade 4	35.82			49.25			14.93		
Grade 5	36.62			46.48			16.90		
All Grades	36.89			48.06			15.05		

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**Conclusions based on this data:**

- 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.
- 13-15% of students continue to work below grade level in both Concepts and Procedures and Problem Solving & Modeling/Data Analysis.
- 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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	1468.9	1487.2		1490.6	1517.3		1417.9	1416.7		31	26	
<b>1</b>	1482.9	1507.0		1514.1	1564.7		1451.1	1448.9		28	23	
<b>2</b>	1511.0	1548.9		1525.7	1589.1		1496.0	1508.2		23	21	
<b>3</b>	1537.6	1549.8		1553.3	1579.6		1521.4	1519.6		23	26	
<b>4</b>	1559.5	1567.9		1574.7	1595.8		1543.7	1539.4		15	19	
<b>5</b>	1583.9	1561.9		1585.1	1578.6		1582.3	1544.8		16	14	
<b>All Grades</b>										136	129	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	32.26	53.85		51.61	38.46		16.13	7.69		0.00	0.00		31	26	
<b>1</b>	21.43	34.78		57.14	56.52		21.43	8.70		0.00	0.00		28	23	
<b>2</b>	21.74	66.67		65.22	23.81		13.04	9.52		0.00	0.00		23	21	
<b>3</b>	52.17	65.38		30.43	23.08		17.39	11.54		0.00	0.00		23	26	
<b>4</b>	66.67	57.89		20.00	31.58		13.33	10.53		0.00	0.00		15	19	
<b>5</b>	62.50	64.29		37.50	21.43		0.00	14.29		0.00	0.00		16	14	
<b>All Grades</b>	38.97	56.59		46.32	33.33		14.71	10.08		0.00	0.00		136	129	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	51.61	65.38		41.94	26.92		6.45	7.69		0.00	0.00		31	26	
<b>1</b>	60.71	82.61		35.71	8.70		3.57	8.70		0.00	0.00		28	23	
<b>2</b>	69.57	80.95		21.74	9.52		8.70	9.52		0.00	0.00		23	21	
<b>3</b>	69.57	80.77		26.09	19.23		4.35	0.00		0.00	0.00		23	26	
<b>4</b>	86.67	84.21		13.33	15.79		0.00	0.00		0.00	0.00		15	19	
<b>5</b>	93.75	71.43		6.25	28.57		0.00	0.00		0.00	0.00		16	14	
<b>All Grades</b>	68.38	77.52		27.21	17.83		4.41	4.65		0.00	0.00		136	129	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

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		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	6.45	15.38		41.94	15.38		41.94	69.23		9.68	0.00		31	26	
<b>1</b>	3.57	4.35		25.00	30.43		57.14	34.78		14.29	30.43		28	23	
<b>2</b>	13.04	14.29		39.13	66.67		39.13	14.29		8.70	4.76		23	21	
<b>3</b>	30.43	15.38		26.09	50.00		39.13	30.77		4.35	3.85		23	26	
<b>4</b>	26.67	15.79		53.33	31.58		6.67	42.11		13.33	10.53		15	19	
<b>5</b>	25.00	7.14		56.25	50.00		18.75	42.86		0.00	0.00		16	14	
<b>All Grades</b>	15.44	12.40		38.24	39.53		37.50	39.53		8.82	8.53		136	129	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	41.94	57.69		58.06	42.31		0.00	0.00		31	26	
<b>1</b>	75.00	69.57		25.00	30.43		0.00	0.00		28	23	
<b>2</b>	43.48	65.00		56.52	30.00		0.00	5.00		23	20	
<b>3</b>	34.78	53.85		65.22	46.15		0.00	0.00		23	26	
<b>4</b>	53.33	78.95		46.67	21.05		0.00	0.00		15	19	
<b>5</b>	25.00	42.86		75.00	50.00		0.00	7.14		16	14	
<b>All Grades</b>	47.06	61.72		52.94	36.72		0.00	1.56		136	128	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	74.19	72.00		25.81	28.00		0.00	0.00		31	25	
<b>1</b>	50.00	86.96		50.00	13.04		0.00	0.00		28	23	
<b>2</b>	73.91	90.48		26.09	9.52		0.00	0.00		23	21	
<b>3</b>	91.30	96.15		8.70	3.85		0.00	0.00		23	26	
<b>4</b>	93.33	100.00		6.67	0.00		0.00	0.00		15	19	
<b>5</b>	100.00	92.86		0.00	7.14		0.00	0.00		16	14	
<b>All Grades</b>	77.21	89.06		22.79	10.94		0.00	0.00		136	128	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	6.45	15.38		90.32	84.62		3.23	0.00		31	26	
<b>1</b>	28.57	47.83		50.00	26.09		21.43	26.09		28	23	
<b>2</b>	8.70	38.10		86.96	61.90		4.35	0.00		23	21	
<b>3</b>	21.74	11.54		43.48	76.92		34.78	11.54		23	26	
<b>4</b>	20.00	26.32		60.00	52.63		20.00	21.05		15	19	
<b>5</b>	37.50	7.14		62.50	85.71		0.00	7.14		16	14	
<b>All Grades</b>	19.12	24.81		66.91	64.34		13.97	10.85		136	129	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22	18-19	20-21	21-22
<b>K</b>	35.48	15.38		45.16	73.08		19.35	11.54		31	26	
<b>1</b>	3.57	4.55		82.14	45.45		14.29	50.00		28	22	
<b>2</b>	21.74	9.52		56.52	80.95		21.74	9.52		23	21	
<b>3</b>	30.43	42.31		69.57	57.69		0.00	0.00		23	26	
<b>4</b>	40.00	15.79		46.67	73.68		13.33	10.53		15	19	
<b>5</b>	25.00	21.43		75.00	78.57		0.00	0.00		16	14	
<b>All Grades</b>	25.00	18.75		62.50	67.19		12.50	14.06		136	128	

2019-20 Data:

Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year, thus no data is available to report for this year.

**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. \*\*\*\*\*THIS YEAR'S DATA NOT AVAILABLE YET
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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

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

2020-21 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>427</b>	<b>35.8</b>	<b>29.0</b>	<b>0.2</b>
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.	This is the percent of students whose well-being is the responsibility of a court.

2019-20 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	124	29.0
Foster Youth	1	0.2
Homeless	1	0.2
Socioeconomically Disadvantaged	153	35.8
Students with Disabilities	39	9.1

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	16	3.7
American Indian or Alaska Native	1	0.2
Asian	6	1.4
Filipino	1	0.2
Hispanic	270	63.2
Two or More Races	3	0.7
Native Hawaiian or Pacific Islander		
White	130	30.4

### 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

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

### 2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<b>English Language Arts</b>  Blue	<b>Chronic Absenteeism</b>  Green	<b>Suspension Rate</b>  Blue
<b>Mathematics</b>  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

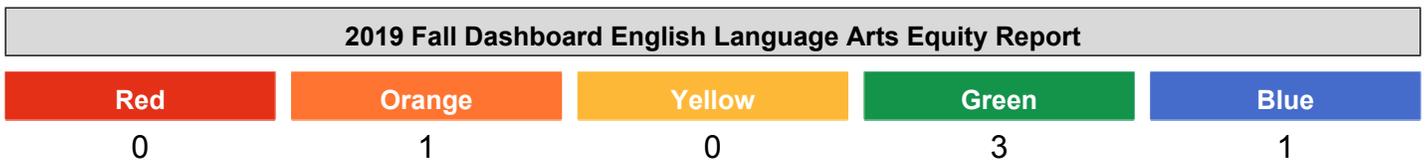
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

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

## 2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 39.9 points above standard Increased ++4.5 points 151	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color 0 Students	 Blue 100.6 points above standard Maintained ++2.5 points 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 Maintained -1.6 points 54	Less than 11 Students - Data Not Displayed for Privacy 10	61.5 points above standard Maintained ++2.1 points 86

### Conclusions based on this data:

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



# School and Student Performance Data

## Academic Performance Mathematics

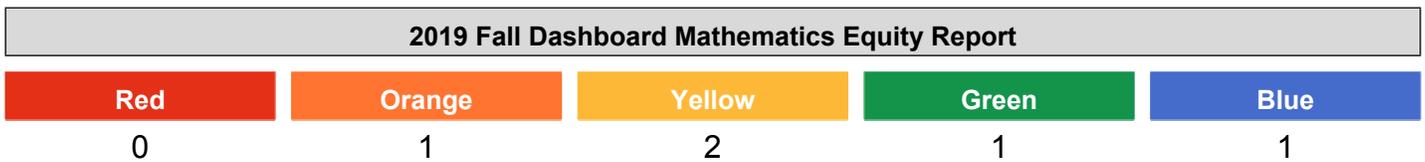
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

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

### 2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.8 points above standard Declined Significantly -18.9 points 151	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	(Empty)	 Blue 68.4 points above standard Maintained -0.7 points 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 Declined Significantly -29.2 points 54	Less than 11 Students - Data Not Displayed for Privacy 10	27.8 points above standard Declined -10.6 points 86

#### Conclusions based on this data:

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

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

# School and Student Performance Data

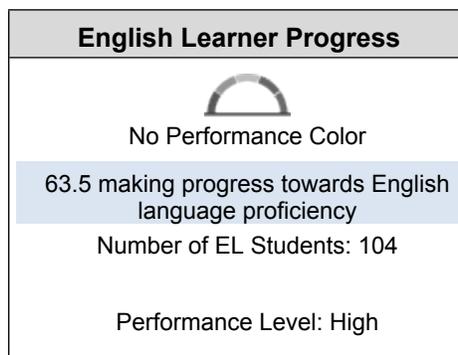
## Academic Performance English Learner Progress

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



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:

- 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.
- 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.
- Overall, Edison is serving more EL students who have moderately developed or well developed English skills upon arrival at Edison, reflecting the higher number of students who enter Edison with some degree of bilingualism. However, the population at entry (TK, K and a few students entering at other grades) varies each year as Edison draws students from a variety of SMMUSD neighborhoods and from other cities in LA County. Overall, SMMUSD is not home to as many recently arrived Spanish speaking immigrants and many of our EL students are US citizens at birth but live in homes where parents are Spanish speakers and are the first generation to have lived in the US. Thus, our teachers need to be skilled at both designated and integrated ELD, ELD standards and bridging to ELA standards.



# School and Student Performance Data

## Academic Performance College/Career Measures Only Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

<b>Number and Percentage of Students in the Combined Graduation Rate and/or Dashboard Alternative School Status (DASS) Graduation Rate by Student Group</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

**Advanced Placement Exams – Number and Percentage of Four-Year Graduation Rate Cohort Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 3 or higher on at least two Advanced Placement exams.

**International Baccalaureate Exams – Number and Percentage of Four-Year Graduation Rate Cohort**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the four-year graduation rate cohort by student group who scored 4 or higher on at least two International Baccalaureate Exams.

<b>Completed at Least One Career Technical Education (CTE) Pathway – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

<b>Completed a-g Requirements – Number and Percentage of All Students</b>		
<b>Student Group</b>	<b>Cohort Totals</b>	<b>Cohort Percent</b>
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the University of California (UC) or California State University (CSU) a-g criteria with a grade of C or better (or Pass).

**Completed a-g Requirements AND at Least One CTE Pathway – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who met the UC or CSU a-g criteria with a grade of C or better (or Pass) AND completed at least one CTE Pathway with a grade of C- or better (or Pass) in the capstone course.

**Completed College Credit Courses – Number and Percentage of All Student Students Completing One Semester, Two Quarters, or Two Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Completed College Credit Courses – Number and Percentage of All Student  
Students Completing Two Semesters, Three Quarters, or Three Trimesters of College Credit Courses**

Student Group	Number of Students	Percent of Students
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who completed Academic or CTE subject college credit courses with a grade of C- or better (or Pass).

**Earned the State Seal of Biliteracy – Number and Percentage of All Students**

Student Group	Cohort Totals	Cohort Percent
<b>All Students</b>		
<b>African American</b>		
<b>American Indian or Alaska Native</b>		
<b>Asian</b>		
<b>Filipino</b>		
<b>Hispanic</b>		
<b>Native Hawaiian or Pacific Islander</b>		
<b>White</b>		
<b>Two or More Races</b>		
<b>English Learners</b>		
<b>Socioeconomically Disadvantaged</b>		
<b>Students with Disabilities</b>		
<b>Foster Youth</b>		
<b>Homeless</b>		

\* This table shows students in the combined graduation rate and/or DASS graduation rate by student group who earned the State Seal of Biliteracy.

**Conclusions based on this data:**

**1.**

# School and Student Performance Data

## Academic Engagement Chronic Absenteeism

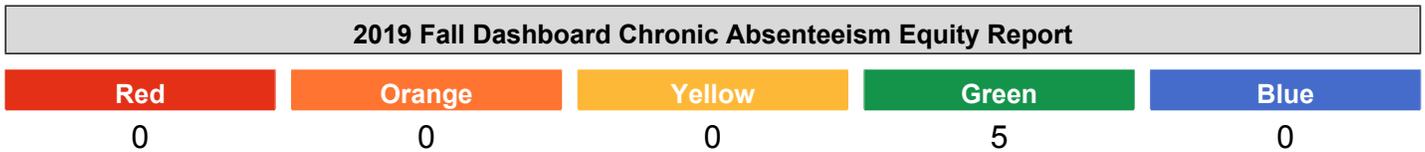
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Green</p> <p>3.9</p> <p>Maintained -0.3</p> <p>439</p>	<p><b>English Learners</b></p> <p>Green</p> <p>4.2</p> <p>Declined -1.2</p> <p>143</p>	<p><b>Foster Youth</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>
<p><b>Homeless</b></p> <p>No Performance Color</p> <p>Less than 11 Students - Data Not Displayed for Privacy</p> <p>0</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Green</p> <p>3.6</p> <p>Declined -1</p> <p>196</p>	<p><b>Students with Disabilities</b></p> <p>Green</p> <p>3.8</p> <p>Declined -3.8</p> <p>52</p>

## 2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color 0 Declined -6.7 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color 0 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.7 Maintained +0.3 278	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green 3.2 Declined -0.9 126

### Conclusions based on this data:

- 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.
- 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 to problem solve and encourage regular attendance.
- 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 monitored 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

## Academic Engagement Graduation Rate Additional Report

Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021.

2021 Graduation Rate by Student Group				
Student Group	Number of Students in the Graduation Rate	Number of Graduates	Number of Fifth Year Graduates	Graduation Rate
All Students				
English Learners				
Foster Youth				
Homeless				
Socioeconomically Disadvantaged				
Students with Disabilities				
African American				
American Indian or Alaska Native				
Asian				
Filipino				
Hispanic				
Native Hawaiian or Pacific Islander				
White				
Two or More Races				

Conclusions based on this data:

- 1.

# School and Student Performance Data

## Conditions & Climate Suspension Rate

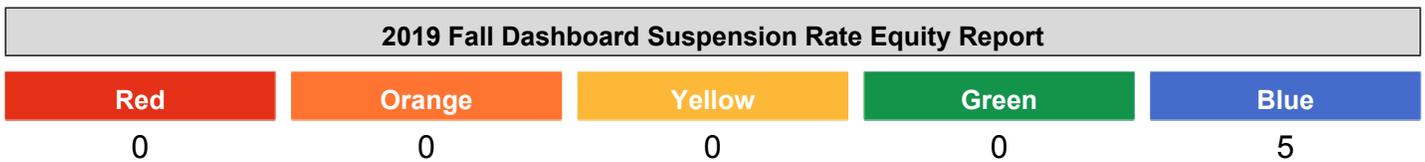
Although both Senate Bill 98 and Assembly Bill 130 suspended the publication of state indicators on the 2020 and 2021 California School Dashboards, these bills also required the reporting of valid and reliable data that would have been included in these Dashboards.

To meet this requirement, CDE has made available the Enrollment, Graduation Rate Additional Report and the College/Career Measures Report data available. All other reports are not available for 2020 and 2021, thus the most recent data (2019 Fall) is provided here.

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



This section provides number of student groups in each color.



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

2019 Fall Dashboard Suspension Rate for All Students/Student Group		
<p><b>All Students</b></p> <p>Blue</p> <p>0</p> <p>Declined -0.4</p> <p>443</p>	<p><b>English Learners</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>143</p>	<p><b>Foster Youth</b></p>
<p><b>Homeless</b></p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Blue</p> <p>0</p> <p>Declined -0.5</p> <p>197</p>	<p><b>Students with Disabilities</b></p> <p>Blue</p> <p>0</p> <p>Maintained 0</p> <p>54</p>

### 2019 Fall Dashboard Suspension Rate by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0</div> Maintained 0 16	 No Performance Color Less than 11 Students - Data 2	 No Performance Color <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0</div> 11	 No Performance Color Less than 11 Students - Data 1
Hispanic	Two or More Races	Pacific Islander	White
 Blue <div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0</div> Declined -0.3 280	 No Performance Color Less than 11 Students - Data 5	<div style="background-color: #e0e0e0; padding: 5px; text-align: center;">0</div> 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 2022-2023 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 CAASPP scores.
- 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 CAASPP;
- At least 85% of 3rd graders, 85% 4th graders and 80% of 5th graders will be able to demonstrate advanced mastery or mastery in math on CAASPP.
- At least 70% of English Learners at grades 3, 4, and 5 will be able to demonstrate advanced mastery or mastery in math on CAASPP.
- At least 70% of students at all grade levels will be able to demonstrate ability to read grade level text (independent reading level) in English at 3-4-5 grades and in Spanish in grades K-5) as measured by Fountas and Pinnel /WRAP Reading assessments.

### 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 2021-2022 SPSA seemed to prevent overall learning loss, we still have a substantial achievement gap between all students and English learners to close

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, some staffing changes, and a change in initial English phonics instruction in 2nd grade, when the Covid-19 pandemic hit.

The Covid-19 pandemic caused a shift to distance learning for more than a year and the suspension of CAASPP testing. Distance learning created its own demands on teacher time, with the need to spend most professional development time for teachers to learn the programs and instructional skills to effectively teach on line. When in person learning resumed with the 2021-2022 school year, it was with masking, significant social distancing requirements, and the mandate to maintain stable groups at the class level. That meant that children generally remained seated at a distance (initially 6 feet, then 3 feet, then no specific restriction). They received most instruction as a whole class, and were not able to work closely in small groups as they did prior to the pandemic, which made differentiation and collaborative learning more challenging. They also associated only with their classmates in the classroom, at lunch, during PE and at recess. Further they were masked during indoor instruction for most of the year, creating some challenges for learning a second language and the development of oral language skills. On a more positive note, the social distancing and stable groups requirements meant that we were able to serve intervention students in smaller groups than ever before and primarily built intervention groups from the same class. We have sent all three new teachers to Responsive Classroom training. The same was true for a 5th grade math enrichment program that we started; students were served in smaller, class-specific groups.

While the school overall was open in 2021-2022, in-person instruction during the pandemic came with multiple interruptions to schooling at the individual and class level. Although actual student infections with Covid remained relatively low (with the exception of the surge in December and January), each time a child exhibited symptoms of illness at school that might be related to Covid, they had to go home and wait not only until symptoms resolved, but until they could get results from a negative covid test. Further, until protocols changed to "mask to stay" in the spring, every exposure at school led to the at-home quarantine of all exposed class members for up to two weeks and a shift to distance learning or independent learning. Finally, the pandemic caused a widespread shortage of substitute teachers (particularly bilingual substitutes) to cover classes when teachers were became ill, had family emergencies, or needed to do 1:1 assessments. On multiple occasions, we were not able to find any subs and classes were covered by the Instructional Coach, LLI or administrators. Additionally, we did have students and staff who came down with Covid and were not available for teaching or learning at all because they were ill. Finally, in 2021-2022 we also had two veteran teachers retire and one took a new out-of-the classroom position, so we also had three new classroom teachers. Another was relatively new to their grade level. One teacher took a leave of absence for an entire semester and had to be replaced with a long-term substitute. While not all these teachers needed coaching and training, all needed some time from the instructional coach and supplementary classroom library and instructional materials. So it made for a challenging year to continue to press forward with instructional improvements.

Despite these challenges, Site Council set optimistic outcomes for 2021-2022, feeling that the changes already underway, and solid instruction during distance learning would help student skills rebound. Because we did not have 2020-2021 baseline data from CAASPP and would not have CAASPP data until after the end of the 2021-2022 school year, we had to rely on Fastbridge data to set goals. Edison continued to focus on raising achievement for ELs. Teachers continued align core learning targets across each grade level, and the school supplemented core instruction with Tier III reading intervention services, and continuing professional development for teachers on best instructional practices for English learners. We provided supplementary afterschool tutorial services to English learners who were not served by the district which targeted students who were both low SES and English Learners. We also refreshed Edison library and classroom library collections with high interest Spanish language books and books designed to support ELD and expanded intervention Spanish reading instruction to serve some additional 2nd and 3rd graders with below grade level reading skills.

An exact comparison of progress measured by CAASPP and progress measured by Fastbridge is not possible. The scope of the tests are different, the rating scales are not the same, and one is primarily diagnostic or lead data and one is summative or lag data. Fastbridge incorporates 2nd graders in the outcomes and CAASPP begins assessing in 3rd grade. But with those caveats in mind, when looking only at grades 3-5, Edison's 2021 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, that year's 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. 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.

While there were larger gaps in Fastbridge data between ELs and the overall Edison population than had been the trajectory with CAASPP data, we believed that by being back to school, targeting academic support to English learners, and providing parent and social emotional support, we would be able to rather quickly return to former Edison achievement trends. So the 2021-2022 SPSA set goals that projected modest increases in achievement for all groups in both ELA and Math on Fastbridge and these goals have been continued for 2022-2023. Even though the CAASPP was administered at the end of 2021-2022 school year, we do not yet have scores for our 3rd-4th-5th graders and we know that it was a different version and will not provide exact comparability. Additionally, year-end Fastbridge data and data from 1:1 Fountas & Pinnell and WRAP assessments are not yet available. So, at this point in the year, we cannot determine the extent to which we met our 2021-2022 goals. For that reason, we have kept the goals at the same targets for the coming year. When we can examine CAASPP data and year end Fastbridge data we will be able to determine if adjustments are necessary for 2022-2023.

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 CAASPP ELA and Math data	<p>At the end of the 2019-2020 school year:</p> <p>ELA by grade level (overall population) 3rd grade 84% at advanced mastery or mastery, 80% at 4th grade and 75% at 5th grade</p> <p>ELA for ELs by grade level: 68% 3rd grade at advanced mastery or mastery, 47% at 4th, and 31% at 5th</p> <p>Math by grade level (overall population) 3rd grade 79% at advanced mastery and mastery; 4th grade at 80% and 5th grade at 71%</p> <p>Math for ELs by grade level: 60% at 3rd, 58% at 4th, and 39% at 5th</p>	<p>By the end of the 2022-2023 school year:</p> <p>ELA by grade level (overall population) 3rd grade 85% at advanced mastery or mastery, 85% at 4th grade and 80% at 5th grade</p> <p>ELA for ELs by grade level: 75% at 3rd, 65% at 4th, and 65% at 5th</p> <p>Math by grade level (overall population) 3rd grade 85% at advanced mastery and mastery; 4th grade at 85% and 5th grade at 80%</p> <p>Math for ELs by grade level: 70% at 3rd, 70% at 4th, and 70% at 5th</p>

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 Tier III Spanish reading skills (February-June). Students are identified based on reading level in Spanish in Fountas & Pinnel and Fastbridge and teacher recommendations.

#### Strategy/Activity

Tier III Reading Intervention Support in Spanish for lagging readers in K-2 to supplement the English reading intervention provided by SMMUSD 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 will replace 1st and 2nd grade students who no longer qualify for the program with Tier III Kindergarten students. If numbers

allow, services can also be extended to 3rd grade students whose Spanish literacy is not well enough developed for them to easily access 3rd grade texts in Spanish.

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. Interventionist will provide reports to the School Site Council and SLT as requested, provide training workshops in early literacy to parents, and coach parents of students in the Spanish reading intervention program.

The Edison LLI will provide targeted reading support in English to 3rd, 4th, and 5th grade students and 2nd grade students in 2nd semester identified as Tier III readers.

### **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)
85890.00	Title I 2022-23 Allocation 1000-1999: Certificated Personnel Salaries Salary for Spanish Reading Intervention Teacher Aileen Salmaggi - .54 FTE
1000.00	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)
150.00	Title I 2022-23 Allocation 4000-4999: Books And Supplies Subscription to Learning Patio
3400.00	Title I 2022-23 Allocation 4000-4999: Books And Supplies Subscription to Discovery Ed - Science Streaming video resources
18840.00	Title I 2022-23 Allocation 4000-4999: Books And Supplies KidBiz/Achieve 3000 - Annual subscription to English and Spanish leveled non-fiction reading program for grades 3-5
4000.00	Title I 2022-23 Allocation 4000-4999: Books And Supplies ST Math -- Annual subscription to K-5 Spatial 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 2022-23 Allocation 4000-4999: Books And Supplies Annual Subscription for Raz Kids
1000.00	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Scholastic News Magazines - Kindergarten (Spanish), 2nd Grade (English)

### 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 repair or replacement, printer cartridges, SmartBoard lamps, keyboards, headphones etc. to support the use of math and reading differentiation software and support students' abilities to engage in on-line research, keyboarding, and use of adaptive technology.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000.00

Source(s)

Title I 2022-23 Allocation  
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 for release time for teachers 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.

#### Assessments:

K= winter and spring in Spanish (2 teachers x 2 administrations = 6 sub days x \$210 per sub = \$1260.

1st -- fall, winter and spring in Spanish (3 teachers x 3 administrations = 9 days) x \$210/day = \$1890

2nd - winter and spring in English and fall and spring Spanish (3 teachers x 4 administrations = 12 sub days)x \$2,100

3rd-5th - Fall English and Spanish and Spring Spanish (9 teachers x 3 administrations = 27 sub days x \$210/day = 5,670

Total of 51 substitute days (av. \$210/day) = \$10,710.00

Sub time for data analysis: Two half-day PLC meetings (fall and spring) = \$3790 (18 teachers x 1/2 day in fall x 1/2 day spring x \$210 av.= \$3790.00 Interim assessments analysis during banked time meeting no additional cost. 2nd semester data meetings 1/2 day x 18 teachers = 9 full sub days x \$210 /day = 1,890.00

### 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)

10920.00

Source(s)

Title I 2021-22 Allocation  
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. K= winter and spring in Spanish (2 teachers x 2 administrations = 6 sub days x \$210 per sub = \$1260. 1st -- fall, winter and spring in Spanish (3 teachers x 3 administrations = 9 days) x \$210/day = \$1890
4260.00	District LCAP Funds 1000-1999: Certificated Personnel Salaries 3 SLT Meetings with Innovate Ed Consultant
3790.00	District LCAP Funds 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)

5760.00

#### Source(s)

Title I 2021-22 Allocation  
1000-1999: Certificated Personnel Salaries  
Provide three hours of meeting time per teacher to be used in grade level planning meetings  
Compensation calculated at stipend of \$60/hr for 3 hrs of meetings per grade level = \$4320.00  
SAI Teachers to meet with 3 grade levels each = \$1440;

### 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)
4000.00	Title I 2021-22 Allocation 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
2000.00	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: 2021-22

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 program supported by the 2021-2022 SPSA operated all year, serving Tier III students in Grades 1 and 2 in very small groups. In second semester, the program was expanded to also serve Tier II English learner students in grades 2-3, identified by their Spanish reading scores. Tier III students in first and second grades were identified based on scores on fall reading assessments and invited to receive supplemental reading services. Tier II students were identified in consultation with their classroom teachers. Our target audience were English learners with Tier II scores in Spanish who also were not scoring well in English. Due to Covid health protocols which required the maintenance of stable groups for most of the year, only students from the same classrooms were pulled together for services, resulting in extremely small groups. The Reading Intervention teacher did regular progress monitoring to determine student progress and needs. When student progress and scores moved them from Tier III to Tier II where they could benefit from differentiated reading instruction in the classroom, they were exited from the program. They were replaced by other 1st and 2nd grade students whose progress had stalled. The adaptive learning programs we had planned to subscribe to were purchased and used. Lexia was expanded this year into 4th and 5th grades and it proved to be a useful tool. Allocated funds were expended to enhance the collection of classroom library books that could be used to support ELD and non-fiction English reading. The School Improvement Plan (SIP) focusing on enhancing collaborative conversations with a focus on English learners was implemented in all classrooms.

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: 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 last part of the year as planned due to personnel shortages (an extended leave medical leave for the reading interventionist and resignation of an instruction assistant).
2. Parent Education and Outreach: Parent workshops on reading intervention for first and second graders occurred as planned. The planned workshops for upper grade readers did not occur due to staff illnesses and leaves.
3. The Second Grade SIPPS program in the classroom did not happen as planned because teachers felt unprepared to implement the program without the support of the LLI. The previous LLI, who had trained the teachers and was to support them in implementing the program became our Assistant Principal and was not available to provide this support. The new LLI had less time to provide this support because social distancing and seeing students in stable groups meant more and smaller groups. So the Instructional Coach worked with teachers to pilot another set of phonics materials that they felt they could implement independently. Materials from Teachers College were acquired and piloted. Meanwhile the Coach and the LLI were able to work with Third Grade teachers to train the third grade teachers and they agreed to implement SIPPs as a pilot in 3rd grade. Because SIPPSS did not happen during distance learning as an intervention due to the reduced time available in distance learning, there were 3rd grade students who not received these

services in 2nd grade and lacked the skill set that previous 3rd graders who had participated in SIPPS instruction had demonstrated. 3rd grade teachers agreed to implement SIPPS as a pilot for whole class instruction. 2nd and 3rd grade teachers met at the end of the year to work with the Instructional Coach, LLI, and Administrators on a scope and sequence for phonics instruction in 2nd and 3rd grades and to agree on a plan to deliver systematic phonics instruction in these grade levels – with the LLI next year providing only the intensive services for those students who still needed phonics support as a part of Tier III reading intervention.

4. Careful stewardship of resources for substitutes and holding as many meetings as possible after school reduced the funds expended for subs for SSTs, 504s and IEPs. This year we also had more administrative support for chairing these meetings and the new Assistant Principal took over chairing the SSTs and 504 meetings which let us overlap meetings with IEPs (covered by the Principal).

5. Technology licenses were renewed as planned and we were able to experiment with some free licenses for a new Lexia EL program and Mystery Science. The district also purchased some additional software licenses for schools which meant that there were actually more technology resources than we could comfortably use. We also had some financial incentives to examine technology expenditures see if there were programs that were not being used or were not as valuable. The lack of major PTA fundraising for two years meant that PTA was not in the position to contribute for adaptive programs and Edison's Title I grant was reduced significantly. Thus, in the spring of 2022, teachers responded to a survey about use of adaptive programs and teacher members of Site Council made some recommendations about trimming some expenditures for adaptive programs. While we had planned to purchase Mystery Science, it was included for the next two years as part of our new science adoption, so we did not have to support that with site funds.

6. Interruption of the School Improvement Plan (SIP) due to staffing and sub shortages and student absences. This interruption resulted in one less cycle of inquiry and reduced some planned expenditures for SLT and PLC meetings.

7. Some of these unexpended resources were reallocated by Site Council to purchase additional books for classroom libraries and new teachers and purchase additional SIPPS kits and instructional 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.

As a result of work done on the phonics scope and sequence, SIPPS will now be implemented in both 2nd and 3rd grades, dividing the objectives between the grade levels and allowing for a more fulsome implementation at each grade level. The LLI will be able to provide follow up intervention support by incorporating phonics objectives and practice into her reading intervention work with both grade levels.

There are not major expenditures planned this year to the general library holdings. Closure of the library during distance learning meant that many of the last books we had purchased to expand the holdings were not put into circulation until quite recently so the collection is in good shape this year. We have continued to budget for classroom libraries for new teachers (at least two in 2022-2023). Since staff and student attendance and sub shortages should be more stable this year as vaccinations and treatments for Covid become more widespread and health protocols relax, we expect to be able to have more bandwidth among the teaching staff to offer parent workshops this year.

Finally, while we intend to continue to offer some tutorial support for English learners who are not being served by the district's 310 Tutors afterschool tutoring, we are going to attempt to do this in a more cost effective manner reflecting our reduced Title I grant by offering these services on campus afterschool with instructional assistants. Covid protocols requiring the separation of students into stable groups meant that we needed to deploy many of our instructional assistants to help support supervision during snack and PE time. Without that need, we hope to re-establish some afternoon schedules in a way that allows some afterschool tutorial services

# 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

Since its inception as a language academy and school of choice nearly 35 years ago, Edison has prioritized increasing academic outcomes for English Learners and working to help them meet English proficiency standards before leaving for middle school. This priority 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 percentage of the Edison student population. Over the years, the neighborhood surrounding Edison and the population of ELs it serves has changed significantly. Initially, many families in the neighborhood surrounding Edison had children who either were foreign born or who were US-born children of immigrant parents. These students had a range of levels of English proficiency when they entered school and during a time when preschool attendance was much less common, many children came to school directly from Spanish speaking homes with little or no contact with English prior to beginning school in Kindergarten. Over time, as Santa Monica and the neighborhood surrounding Edison has gentrified and preschool became more easily accessible, the percentage of new students who are English learners and their language proficiency 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. Most children have now been to preschool or TK – including those who come through the pathway of Edison Seaside Preschool and Edison Bridges TK. Further, there is a much smaller range of levels of proficiency in English, with far more children having at least intermediate English skills on entry. 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.

Over the last two decades in particular, the school has 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 among ELs – to scores that earned the school consistent awards for narrowing academic gaps. Edison received multiple awards from the California Department of Education’s Title I program for exceeding state scores for low-income and EL students. It was recognized in 2016 as a National Blue Ribbon Public School, recognized in 2018 and 2020 as a California Distinguished School, and has 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 (narrowing to within ten percentage points at 5th grade by 2017-18), beginning with 2018-2019, CAASPP achievement data gaps began to grow.

The drop in EL scores may be partly explained by a change in policy resulting in the reclassification of ELs at several points during the year before students take the CAASPP whereas for many years reclassification only happened after the spring CAASPP administration. This change had the effect of removing the most capable English learners from the EL subgroup; those as ELs by testing time were those who were not yet proficient enough to meet reclassification criteria. By definition, they had not yet achieved English proficiency and/or had overall academic achievement in English and Math that was not yet strong enough to meet criteria for reclassification. 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.

Because of the centrality of improving outcomes for English Learners to the school’s mission, Edison considered the possibility that the decrease in scores for English learners could be due to program or staffing weaknesses, and during the reflective needs assessment process of developing the SPSA over several years, considered and addressed other possibilities, including: 1) staffing needs caused by retirements and hiring of new and sometimes less experienced immersion teachers or need for more coaching and support at some grade levels; 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 targeted professional development in ELD for all staff to strengthen Tier I instruction; 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) a possible need for additional ELD and academic interventions for upper grade ELs who appear to be “stuck” on their reclassification journey.

Before the Covid-19 pandemic hit, the school had already responded to concerns about a possible growing gap with targeted professional development, shifts in staffing assignments, work the ELD scope and sequence, incorporation of Special Education staff into the SLT and supporting grade level planning that included SAI teachers, and piloted changes in initial English phonics instruction in 2nd grade. But the Covid-19 pandemic and school closures put some initiatives on the back burner to address urgent instructional and PD challenges as we shifted to distance learning. We also learned from parent surveys and from requests to the Edison community support network, that many families of English learners were particularly hard hit by the closures and distance learning. Many families worked in some of the most vulnerable industries and suffered job and housing loss, limited

access to health care, less reliable access to broadband internet access, and less access to child care to supervise children and their learning while parents 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 parents 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. It was challenging to determine the full extent of gaps because administration of the CAASPP was suspended for two years. In 2020-2021 and 2021-2022, the progress we had made with SIPPS eroded to some degree. During distance learning, 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. But she was unable to provide the follow up Tier III SIPPS instruction for students who were still working on mastery of English phonics – largely English learners. Since the classroom teachers did not use the SIPPS program for a year the pandemic also interrupted the teachers’ experience with the program and when we returned to school in 2021-2022, they did not feel capable of implementing the program on their own and instead implemented phonics units of study from Teachers College for part of the year while 3rd grade teachers took on the use of SIPPS.

Workshops for parents of emergent readers were held and the Spanish Reading Intervention Teacher offered follow up coaching and observation opportunities in 2019-2020; workshops were offered in 2021-2022 but observation and coaching opportunities were limited.

## 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 2022-2023 at least 47% of ELs in 3-4-5th grades will score proficient or advanced in ELA In 2022-2023, at least 30% of ELs in 3-4-5 grades will scores proficient or advanced in Math In 2022-2023, 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 III r Tier II scores in upper grades

**Strategy/Activity**

To provide additional tutoring and intervention support for up to 20 Tier III English Learner students who need support with English language, math or reading skills and do not qualify to participate in district tutoring interventions. The district eligibility for participation in its Academic Support Program (tutorial support) is students from SED families who are also Tier III in reading or math. The Edison funding is designed to extend the reach of tutorial services to additional English Learners. Support will be targeted to prioritize 5th, 4th, and 3rd grade students. If there is available space, eligibility can be extended to Tier II English learners at these grade levels who are not receiving other support and whose diagnostic scores indicate risk of not meeting grade level standards and then to 2nd grade Tier III EL students. Services may be provided by contracting with 310 Tutors for up to 23 hours of 1:1 tutoring per student or may be provided in person on the Edison campus using our trained Bilingual Instructional Assistants and serving students in small groups at a single grade level. We will use whichever model provides the best use of resources with the greatest possible connection to students’ assessed needs and classroom work.

**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)

15000.00

Source(s)

Title I 2022-23 Allocation  
2000-2999: Classified Personnel Salaries  
Tutoring services for Tier II ELS in upper grades

**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. This SPSA provides support for the development and delivery of a series of grade level “How To” workshops for parents parent workshops for parents of emergent readers – October-December. Each workshop will be delivered in English and Spanish, via Zoom with video recordings as an additional resource for parents. 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. A total of 6 reading workshops and 6 math workshops will be delivered. The Reading Interventionist, LLI or individual classroom teachers may be tapped to deliver these workshops. Three hours of compensation are provided for the development and delivery of each workshop x 12 workshops x \$60/hr = \$2160. Additional parent workshops will be offered during the course of the year to help parents better understand school governance, reclassification of English Learners, holding an effective parent conference, keeping children safe on-line, supporting children with social emotional challenges, and child development. Some of these workshops will be delivered by school staff and others will be arranged in collaboration with other district staff, counselors, PTA, or other agencies. Workshops will be

delivered in both languages. \$1000.00 is budgeted for these workshops to cover presenter stipends, materials and/or refreshments for in-person workshops. A menu of workshops will be offered at the beginning of the year with opportunities to register in advance. Based on participant and speaker availability, some workshops will be offered via Zoom and some in person.

### 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)
2160.00	Title 1 2021-2022 Parent and Family Engagement Allocation 1000-1999: Certificated Personnel Salaries Provide 3 hours of compensation at the teacher hourly rate for each of 12 workshops
1000.00	Title I 2022-23 Allocation 1000-1999: Certificated Personnel Salaries Additional cost of parent workshops beyond the required Title I set aside for Parent Engagement
1000.00	Title I 2022-23 Allocation 4000-4999: Books And Supplies Materials and supplies for workshops

### 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

Implement the School Improvement Plan to Provide Professional Development on high leverage higher order thinking skills (HOTS) as described in the school SIP Plan. While most grade level PLC time is provided during Wednesday Banked Time, grades 3-4-5 also have weekly meeting time during their district music time. They have the opportunity to meet at least weekly without additional cost. Because K-1-2 teachers do not have his release time provided through their music time, compensation is provided in this plan to provide some release time for grades 1 and 2 and compensated after-school time for Kindergarten teachers to allow three extra PLC meetings. While the SLT counts as an adjunct duty for members, SLT members also function as grade level leaders and typically donate more time than is required for most standing committees. Thus, some of the SLT time is donated; some is compensated for afterschool meetings, and some (to allow for longer meetings) is provided via half-day subs. Finally, support is also provided for quarterly meetings between 2nd and 3rd grade level leaders who (together with the LLI and Admins) function as a PLC focusing on the critical transition to English reading/writing for English Learners at this grade level. Detail: 1) Supplemental PLC Days for K-1-2: 3 half-days for the six teachers in grades 1 and 2 = 6 full day subs x \$220/day = \$1320.00; 3 days of compensated time for Kindergarten teachers= 3 teachers x 2 hours @ teacher hourly rate x 60.00 = \$1080.00. 2) SLT Meetings: 2 meetings that sub teachers out for 1/2 day each x 4 subs x \$220/day = \$1760.00; 3 meetings that provide 2 hrs compensated time after-school for 9 classroom members = \$60/hr x 2 hrs x 8 = \$2880.00; 3

meetings with full day subs with innovate ed x 7 teachers = \$4260.00; 3) 2nd/3rd PLC quarterly meetings focusing on ELs: 2 grade level reps + LLI+Administrators = half day subs for 3 teachers x \$220 x 3 meetings = \$1980.00. Total sub costs and hourly compensation for PLC and SLT work = \$13280.00. 9280 charged to District LCAP grant; 4000.00 to Title 1.

**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)
9280.00	District LCAP Funds 1000-1999: Certificated Personnel Salaries Support for release and compensated time for : grade levels to participate in PLC work on cycles of inquiry in the school's SIP Plan; SLT Meetings to coordinate the work of the PLCs and prepare professional development; and for the work of the 2nd/3rd grade EL PLC to coordinate phonics work in early English reading instruction.
4000.00	Title I 2021-22 Allocation 1000-1999: Certificated Personnel Salaries Portion of sub costs for SLT

**Strategy/Activity 4**

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

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

All 2nd and 3rd grade students

**Strategy/Activity**

Purchase Supplemental English phonics and materials and supplies as recommended by the EL-PLC Team to strengthen English phonics instruction and Designated ELD at these grade levels.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
2000.00	Title I 2021-22 Allocation 4000-4999: Books And Supplies Implementation materials and supplies for SIPPS

# Annual Review

## SPSA Year Reviewed: 2021-22

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.

Goal 2 activities in the 2021-2022 SPSA were generally implemented as planned. The exception is that staffing shortages impacted our ability to offer some of the planned parent workshops. The tutorial services were implemented by contracting with 310 Tutors as an extension of the District's tutoring program. And the initiative to expand SIPPS into 3rd grade and enhance the SIPPS skills of 2nd grade teachers was also accomplished. Development of a phonics scope and sequence across the grade levels and a division of labor between 2nd and 3rd grades will help this work become institutionalized. The SIP plan continued to focus on the needs of English Learners, working on building collaborative conversations and enhancing students' oral language skills. In 2021-2022, we were able to build upon work done in the past two years to

Work on program areas identified as possible program weaknesses/areas for improvement in order to close achievement gaps for English learners.

- Created SIP plans in 2019-2020, 2020-2021 and 2021-2022 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;
- Established an EL-PLC with 2nd, 3rd, Special Education Staff and reading interventionists 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 (2020-2021);
- 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 and then 3rd grade teachers to implement this program (2019-2022)
- Offered E3D, and ELD intervention before and after school as a supplement for ELs (2021-2022); 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.

In some ways, Edison was able to use distance learning in 2020-2021 and in person learning in 2021-2022 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. During Distance Learning their parents were invited to (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. During in-person learning the Spanish Reading Interventionist provided a series of three workshops for parents of emergent readers in grades 1 and 2 via zoom. 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. Many of these practices were continued during the return to in-person learning. Teachers sent detailed daily schedules with learning objectives and links where parents could contact them in both 2020-2021 and 2021-2022 and many parents took advantage of

this to email, call and zoom with teachers. Additionally, many EL students have thrived during their much smaller and daily designated ELD lessons with teachers – required across the district. 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.” Finally, many parents of EL students who qualified for the district’s afterschool 1:1 tutoring program and the extension of services provided by Edison 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.

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. We needed to step back in 2021-2022 and address the fact that relying solely on 2nd grade teachers to teach the English phonics skills that would have been taught in earlier grades in all English programs created too heavy a burden on that grade level. So we went back to the drawing board and developed a scope and sequence for English phonics instruction and ELD, splitting some of the content second and third grades (where the amount of English instructional time grows to 30% of the day). 3rd grade teachers were trained and supported to use the SIPPS materials at their grade level and both grade levels are ready to implement the classwide SIPPS units agreed upon by the 2nd/3rd grade PLC. The LLI will provide intervention services as needed at each grade level for Tier III students who have not yet mastered the English phonics skills assigned to their grade level. The EL/PLC will meet quarterly 2022-2023 to monitor the implementation and make additional recommendations.

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 because of a shortage of teachers who were available.

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

Due to the fact that the last goals and outcomes were only developed six months ago, the goals, outcomes, and metrics are not being changes. Some of the activities developed to achieve the goals will change as follows:

1. The work of the 2nd/3rd grade PLC and efforts to develop a scope and sequence for English phonics will result in a better defined and consistent program of English phonics in 2nd and 3rd

grade, materials are in place, and teachers are trained. We should be able to commence this work at the beginning of the school year.

2. The Edison SIP, while still focusing on the needs of English Learners and collecting data on them during cycles of inquiry, will now move away from ELD and to a broader focus on Higher Order Thinking Skills found by John Hattie's work to be high leverage skills.

3. The EL-PLC will be reestablished to work with 2nd-3rd- along with the Reading Interventionist, LLI and Admin to monitor the implementation of the phonics scope and sequence.

4. While we provided additional funds last year to work in Spanish with ELs whose Spanish scores placed them as low Tier II students, that work is not being continued this year. As a practical matter there were very few of these students and most were already receiving mandatory Tier III interventions in English. Removing them from the classroom for yet another pull out created too many interruptions to Tier I instruction. We decided that it would be better to support high quality Tier I instruction for ELs in English and Spanish by working through the EL PLC and the SIP plan. So funding for the Spanish Reading Interventionist was reduced back to a .54 FTE position.

5. 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.

6. 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.

7. While we have held multiple workshops on the reclassification process, based on feedback from ELAC, we did so again in 2021-2022. We were not able to record the workshop on reclassification for use beyond ELAC meetings but will try again to do that so that it can be used more widely.

# 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.

The reality of the 2021-2022 school year is that we had in-person learning in the middle of a pandemic and with very restrictive health protocols in place. Both factors dramatically increased actual absenteeism at school – even if many of these absences could be “excused.” Covid protocols required that students be sent home and remain at home until they produced a negative covid test if they had any symptoms that might be associated with Covid. The overwhelming majority of these illnesses ended up being the run-of-the-mill childhood illnesses -- headaches, head colds and upset stomachs – and some were probably triggered by children who were feeling anxious, were at odds with friends, or otherwise experiencing a day when they did not want to be at school.

However, because these familiar symptoms could all be associated with Covid, students were sent home. When PCR test results were required to return students to school this process could take several days to resolve. Some parents, with the demands of work, did not rush to have their children tested, sometimes electing to ride out a quarantine from home using packets of materials from their teachers. Even for vigilant parents and even when home antigen tests became more easily available, children were often out of school for a couple days while symptoms resolved and test results were obtained. We also had actual Covid infections when students were not able to come to school until their symptoms had completely resolved and a negative test result was obtained – often needing to stay out for 10+ days. There were also interruptions to schooling caused by the need to quarantine while exposed until this spring when health protocols relaxed to allow

students to “mask to stay” at school. During the January surge, many parents also elected to keep their unvaccinated children at home for several weeks, fearing an infection spike at school after families traveled over the winter break. The district allowed parents to do this without attendance consequences. While many of these absences were able to be coded as excused due to illness or as a result of Covid protocols, there is no doubt that attendance was significantly disrupted this year because of Covid. The number of absences may be reduced next year as the number of students who have antibodies either due to vaccines or having recovered from Covid infections continues to increase. And if there is not another surge with a new variant after summer travel, and if Covid protocols continue to allow for “mask to stay” after exposure. However, in person schooling in a pandemic, or schooling with chronic Covid, will continue to involve attendance interruptions for students, excused or unexcused.

If parents do not call or email to disclose the reason for the absence, all 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 identify the reasons for high rates of absenteeism and explore what problems are leading to them and then to work with the family to solve the problem and improve 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. With weekly on-campus PCR testing, stringent masking inside and out, social distancing, and, maintaining separation into stable groups, we had only had a handful of positive cases (until December) and limited occasions where exposures at school resulted in classes needing to quarantine. The December-January surge and loosening masking and distancing requirements at school led to increased numbers of infections, exposures, and quarantines.

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. If absences are due to an emergency family financial need, families are referred to Edison's Community Support Network which raises cash resources or provides pre-paid gasoline or food cards for families. 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 has long worked to increase teachers' tools for providing a schoolwide approach to Social Emotional Learning in the classroom. The school uses the Mind Up curriculum to teach mindfulness and has long used materials from Caring School Communities and the Olweus Anti-Bullying Program to conduct class meetings and role plays. Quick Cool Tools (developed at the UCLA Lab School) are taught to help students resolve problems with peers. Three years ago, Edison adopted Responsive Classroom (an introductory summer institute in 2019, an advanced summer institute in 2020, and individual training for new staff. 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 continue 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 Healthy 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, in 2021-2022 we began to more explore with students what we can do to create more meaningful student participation in their school. This year, as part of our Safety Plan update, we launched a self-study of our school rules and discipline practices to see to what degree they were aligned with Responsive Classroom practices and to look at how we could increase student and parent participation in this process. With parent, teacher and student input, the rules and discipline protocols were re-written and piloted during spring of 2022. The preliminary plan was approved by Site Council and the SLT.

As part of this work to increase student involvement as stakeholders, we established a Student Leadership Team in the spring of 2022. Each K-5 class elected a representative and an alternate, resulting in a team of 18 students who met weekly with the Principal and an instructional assistant with background in student leadership groups. To ensure that perspectives of all students were represented, the groups met in grade spans of K-1, 2-3, and 4-5 – with the recommendations of

each group shared with each other. Together the students participated in finalizing school rules, recommending student-friendly language and awareness activities, and re-designed and re-established a positive behavior incentive program. The Golden Eagle Ticket Awards were launched in April with the students developing the criteria whereby students could earn golden tickets and deciding on schoolwide rewards. They achieved their first goal and are holding a schoolwide scavenger hunt June 1. Students also sponsored a granola bar drive for a local food bank and made a video to teach others about Cesar Chavez and Dolores Huerta.

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. While this data is now fairly old, the number of discipline and counseling referrals this year indicate that there were multiple incidents of peer conflict that could be described as bullying this year. There were multiple reported incidents of verbal bullying and exclusion, and cyber bullying among 5th grade girls. Students were body shamed, ridiculed for their clothing and style, and called mean names. While there were repeated incidents and took RJ Circles, assertive discipline, counseling support, and additional yard supervision and intervention to resolve, it appeared to be contained to two 5th grade peer groups. There were other incidents of reported verbal bullying in 3rd and 4th grade – dealt with in the same way and generally carried out by 1-3 children. It became clear that many students had deficits in problem solving skills after distance learning and being confined to only one small peer group for most of this year. Additional work in class meetings is indicated for next year and we will be seeking resources to involve school counselors and other mental health professionals in teaching social skills in the classrooms. It's also time to re-train staff with Olweus anti-bullying methods and to increase the number of staff who are trained and can lead Restorative Justice Circles. Finally, the kinds of insults that were traded over school email accounts outside of school make it clear that we need parents and students to understand that these accounts are not private and can and will be monitored. Workshops for parents using the Common Sense Media resources and for students using Olweus Cyberbullying Prevention materials will be offered early in the year and repeated as needed.

We expanded our collection of social justice themed literature and literature about BIPOC people over the last two years 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. A convening meeting last year did not result in robust attendance and we will continue those efforts this year.

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 basis, 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 increased during the first year of virtual meetings, but dropped off this year. The goal is to resume some in-person meetings on campus this year; preserving some opportunities for virtual meetings in the evening for parents who find it more convenient to participate in that way. While our plan had supported a Family Singing Circle even through the pandemic to build community and connection among Edison families, we were not able

to make that happen this year and found it very difficult in the digital format. If health protocols allow, we can include that in the scope of work for this year's contract with the music teacher.

## 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 2022-2023 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.  2. By the end of 2022-2023 teacher surveys and evidence collected during learning walks will indicate that Responsive Classroom, Olweus Anti-Bullying Program, and Mindfulness are being implemented with fidelity in at least 90% of classrooms

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)

5000.00

Source(s)

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 IEP/SST/504/SART meetings so teachers can be involved. Approximately 15 days are provided to support SSTs, 504, IEP, and SART meetings with parents. This totals

### **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)

3,300.00

Source(s)

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)
5500.00	Stretch Grant (Ed Foundation) 2000-2999: Classified Personnel Salaries Salary for M.D. Cortez - Campus monitor
3000.00	Title I 2021-22 Allocation 4000-4999: Books And Supplies Safety Supplies
14200.00	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

Additionally 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)
3500.00	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)
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19000.00

Stretch Grant (Ed Foundation)  
5800: Professional/Consulting Services And  
Operating Expenditures  
Contract with Spanish music teacher Jacqueline  
Fuentes

## 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 classes to share the knowledge with peers. Costs for this work will be covered by EDUs and not charged to this plan.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

10560.00

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  
extra benches, shade sail/pop up

1000.00

Title I 2021-22 Allocation  
4000-4999: Books And Supplies  
Garden supplies, tools, seeds, soil,

## 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 individual 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, spirit days
2000.00	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries Release time for Restorative Justice and Olweus Training
3000.00	District LCAP Funds 5800: Professional/Consulting Services And Operating Expenditures Conference and registration fees for new staff attendance in Responsive Classroom training or CABE/ADTLE institutes to support PD

## 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)

2000.00

Source(s)

Stretch Grant (Ed Foundation)  
4000-4999: Books And Supplies  
PE and Recess Supplies PreK-5

## Annual Review

### SPSA Year Reviewed: 2021-22

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.

Most of the planned activities were implemented as proposed.

Social Emotional Learning became more important than ever as students returned to school with some clear social skills deficits. Peer conflicts and need for problem solving support were much higher than in past years. All teachers implemented 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 school counselor also pushed in to deliver some lessons in classrooms. We are planning on some additional collaboration between the school counselor and teachers this year to teach skill-based lessons on self-regulation, identifying and processing emotions. We wanted to make more use of Restorative Justice Strategies this year but ran into difficulties in arranging training for more staff (lack of subs and lack of trainings offered).

In-person schooling during the pandemic with changing health protocols meant that health and safety issues occupied a great deal of time this year -- for teachers, counselors, staff and parents. The Safety Committee met regularly as it worked to update the safety plan. There was frequent communication with parents about covid safety protocols, testing, quarantines, masking, etc. and the different measures the school took to maintain stable groups and maintain social distancing. Our planned self-study of the rules and discipline plan was fruitful -- involving additional training on Responsive Classroom and its application at the school level for staff and parents. A subcommittee of the Safety Committee worked on re-writing school rules, aligning strategies used by campus monitors and PAS staff so that they mirrored classroom discipline strategies, and informing parents about our efforts. We also started a Student Leadership Team to foster student involvement (K-5) in refining rules, explaining them clearly to other students, and communicating school values. All grade levels were briefed on the updated rules ad discipline forms (Avisos/Alerts to teachers and Pink Slips/referral to the Office) were updated and piloted. The Student Leadership team re-designed the positive behavior incentive program (Golden Eagle Tickets), informed their classmates about the spirit behind the program and what students could to to be recognized for behaviors that contribute to the community, designed the awards, and developed reward incentives. The campus earned enough Golden Eagle Tickets that a schoolwide Scavenger

Hunt, featuring our mascot Edi the Eagle was held on June 1. The leadership team also made a video informing the school board and fellow students about Cesar Chavez and Dolores Huerta and organized Edison's participation in a granola bar drive to support a local foodbank.

While the multiple excused absences caused by Covid protocols made it challenging to monitor attendance, the Senior Office Specialist, Health Office Specialists, Nurse, and Assistant Principal worked together to substantiate reasons for all absences. The SOS and the Assistant Principal monitored excessive absences and unexcused absences, contacting parents to urge regular attendance and holding SART conferences as needed -- resulting in at least one SART Contract.

The garden program was operated as planned, ultimately offering all Edison classes an 8-week session to study science in the garden. There is a need for some additional seating and shade in the garden which we have addressed elsewhere in this plan. Students and staff appreciated this program and the Garden Teacher opened the garden and her outside classroom during Open House and drew many parent visitors.

The contract with the Visual Arts specialist was implemented as plans such that we now have an additional three visual arts lessons in digital format to add to the lessons she developed during the Recorrido. Next year, when she returns to teaching Theater Arts, we will have an archive of lessons teachers can use to teach visual arts as well.

Because of social distancing and masking protocols, we opted for a visual arts focus with PS Arts this year and supplemented the general lessons for all students with support for the 5th grade self portrait project.

Training in Responsive Classroom was provided to new staff and classified staff as planned.

The Mathletes program was implemented largely as planned and was a great success! The First Edison Math Olympiad was held and involved 17 5th grade students and was attended by many families. The program also extended the use of challenging multi-step problems for all students as Mathletes brought their problems back to the classroom and classes also solved problems to give extra points to the Mathletes in the Olympiad.

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

While the Spanish Music programs was mainly implemented as planned, the teacher developed a nodule on her vocal chords that caused the suspension of classes for several months. Since there was not a way to "make up" the time by adding more choral music to the schedule of the younger students, we were able to take advantage of the fact that the district music program that serves upper grades had to reduce the number of contact hours per child in order to operate different music classes by instrument for each class. Upper grade teachers allowed us to take some of the time that their students would otherwise have been studying music and create a six week choral music program for 3-4-5 graders all in Spanish. Because everyone PreK-5th grade had worked with Maestra Jacqueline, we were able to host a whole school outdoor concert in March on a weekend with all students performing. Parents really enjoyed coming to campus for his outdoor festival and it was a great showcase of the children's musical abilities in Spanish. In this case, we were able to turn an unfortunate situation into a win-win for all students.

The Edison Parent Survey and the Healthy Kids Survey did not happen again until May so their results were not available to inform this plan. But the results of both will be analyzed and used to update our work plan for 2022-2023.

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. We anticipated this and knew these front-burner issues would take a lot of time and that this might make it difficult to complete all [planned activities]. We missed the presence of parent volunteers on campus this year and realize that we will need to completely retrain all parents next year. What we did not fully anticipate is how much substitute shortages and staff illnesses and leaves would affect us. While we were able to carry out the activities for most of the strategies in Goal 3, there were delays in some things simply for lack of staff or the need to pull instructional assistants from classrooms to assist with supervision.

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 Continue to provide training and follow ups for all new teachers and classified staff; send new teachers to the Responsive classroom training on Behavior and Discipline and have those teachers pilot strategies and provide professional development for the other staff.

Train teams of staff to use Olweus and Restorative Justice protocols.

Continue parent meetings, workshops, data briefings and Coffee with the Principal meetings in zoom and in person formats to accommodate parent schedules. Record parent education workshops so that they can be accessed on demand by parents not able to attend the trainings. Partner with PTA, Family Services of Santa Monica, and other district departments to offer workshops in the areas parents requested.

The Discipline and Rules Subcommittee of the Safety Team will continue to meet as we roll out the new rules and discipline protocols that we piloted in the spring of 2022. Additional training will be provided to all staff and briefings provided to all students -- with the participation of our student leaders.

Create other opportunities for student teams to be involved in the life of the school. For example, the Green Team that the garden teacher supported this year will also be partnered with volunteers from a neighboring high school who want to work on environmental education with our students. If UCLA is back in session next year, we also hope to re-establish our relationship with a program in their school of public health that sends college students to the schools to teach about health, nutrition and healthy habits. We hope to pair this with the American Heart Association's Kid's Heart Challenge this year -- hopefully with an in-person assembly.

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	\$297,967.00

## Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
District LCAP Funds	\$20,330.00
Parent-Teacher Association (PTA)	\$14,200.00
Site Formula Funds	\$20,000.00
Stretch Grant (Ed Foundation)	\$51,360.00
Title 1 2021-2022 Parent and Family Engagement Allocation	\$2,160.00
Title I 2021-22 Allocation	\$51,355.00
Title I 2022-23 Allocation	\$138,562.00

Subtotal of state or local funds included for this school: \$297,967.00

Total of federal, state, and/or local funds for this school: \$297,967.00

# School Site Council Membership

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

- 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-Roquette	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 Policarpo	English Learner Advisory Committee
Judy Tobar-Lerner	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 June 1, 2022
Gina Engler	SSC Chairperson, Gina Engler on June1, 2022

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Stakeholder Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

*[This section meets the requirements for CSI.]*

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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

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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

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

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

# Appendix B:

## Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

## **Single School Districts and Charter Schools Identified for School Improvement**

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

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

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

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

## Appendix C: Select State and Federal Programs

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

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

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

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

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