

School Plan for Student Achievement (SPSA)

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	May 12, 2025	

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

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 local educational agency (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 64001(g)(1), 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.

This plan is being used by Edison Elementary School (also known as Edison Language Academy) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program
Title I Status Targeted Assistance Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

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

This plan is being used by Edison Elementary School (also known as Edison Language Academy) for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Title I Status Targeted Assistance Program

Edison Language Academy is a well-established, high-performing dual immersion elementary school with over 38 years of experience in bilingual education. Our program is grounded in the three foundational pillars of dual immersion: high academic achievement, bilingualism, and socio-cultural competence. Our dedicated and highly trained staff are committed to fostering an inclusive, rigorous learning environment that supports and advances these pillars.

Our student population reflects the richness and diversity inherent in our dual immersion model. Many of our students are Hispanic, including native Spanish speakers and heritage language learners reclaiming Spanish as part of their cultural identity. We also serve a significant number of white, English-only students, along with children from a wide range of racial and ethnic backgrounds. As a school of choice, Edison attracts families who value our program's academic, linguistic, and cultural opportunities. Our strong sense of community is supported by an active PTA, a dedicated English Learner Advisory Committee (ELAC), and a robust network of parent volunteers.

At Edison, we are committed to creating a learning environment where every student feels seen, valued, and empowered to achieve their full potential. Our designation as a California Distinguished School reflects the success we've achieved across all student subgroups. However, we recognize that opportunity and achievement gaps persist, particularly between white, English-speaking students and English Learners, as well as students with disabilities. While it is important to acknowledge that our primary metrics, such as standardized English language assessments, may not fully capture the breadth of our students' capabilities, we also know it is our responsibility to continue refining our practice. Our goal is to ensure we provide the highest quality educational experience for every student.

Looking ahead to the next school year, we will continue aligning our efforts with district priorities. We will enter our second year of implementing Project-Based Learning (PBL), initiate a new focus on Social-Emotional Learning (SEL), and adopt a new English Language Development (ELD) curriculum. These initiatives offer important opportunities to deepen our support for student needs while continuing our growth as a learning community.

In developing this School Plan for Student Achievement (SPSA), we are committed to preserving the practices that have led to our success while also identifying areas for thoughtful, continuous improvement. The following three strategic goals will guide our work and align with the Santa Monica-Malibu Unified School District's Local Control and Accountability Plan (LCAP). These goals are informed by student achievement data and are responsive to both the strengths and needs of our dual immersion program:

****Goal 1:** All students will be college and career-ready through equitable and inclusive pathways that develop strong bilingualism in both Spanish and English and support the diverse learning needs of all students.

****Goal 2:** Multilingual Learners will become confident and proficient in English while thriving in a rigorous, standards-aligned academic environment that honors and builds upon their cultural and linguistic assets.

****Goal 3:** Students and families will be part of a culturally responsive school environment that affirms diverse identities, fosters meaningful student engagement, and builds strong partnerships that support academic and social success.

Educational Partner Involvement

How, when, and with whom did Edison Elementary School (also known as Edison Language Academy) consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Edison Language Academy involves a collaborative approach in the planning of its School Plan for Student Achievement (SPSA) and Annual Review and Update, engaging multiple stakeholders throughout the process.

Parents and Students:

Each year, Edison conducts a Family Survey (April 2025) in both English and Spanish. The survey results, along with data from the California Healthy Kids Survey (November 2024) and the Climate and Culture Survey (February 2025), provide valuable input from parents and students. This feedback is used by the School Site Council (SSC) to help inform the design of the SPSA.

School Site Council (SSC):

The SSC receives regular updates on the progress toward the objectives outlined in both the SPSA and the School Improvement Plan (SIP). This includes a review of diagnostic and summative data following each assessment cycle and updates on the plan's implementation. On April 21 and May 5, 2025, academic and survey data were shared with the SSC, who were then invited to propose goals and activities for the 2025-26 SPSA. On May 12, SSC reviewed the input from all stakeholders to adjust the plan.

Staff:

Teachers meet each trimester to review academic data and discuss necessary adjustments to instruction or updates to the current SPSA and SIP. Data is often disaggregated by subgroups to ensure targeted interventions. On April 30, 2025, academic and survey data were reviewed with the staff, and they were asked to contribute their recommendations for the 2025-26 SPSA.

Site Leadership Team (SLT):

The SLT reviews data to determine the focus of the SIP, which may influence activities and resources in the SPSA. On May 8, 2025, academic and survey data and input from staff were reviewed by the SLT, who were then asked to provide recommendations for the 2025-26 SPSA.

English Learner Advisory Committee (ELAC):

The Principal and the Literacy and Language Interventionist (LLI) attend monthly ELAC meetings, where they present the Site Plan, interim assessment data, and information about designated English Language Development (ELD) services and student reclassification. On May 7, 2025, academic and survey data and proposed goals and activities were reviewed with ELAC, and they were invited to offer recommendations for the 2025-26 SPSA.

This comprehensive process ensures that input from a broad range of stakeholders is incorporated into the planning and development of the SPSA, fostering collaboration and alignment across all school initiatives.

Resource Inequities

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

This section is required for all schools eligible for ATSI and CSI.

The number of socio-economically disadvantaged students at Edison has steadily declined as the surrounding Santa Monica neighborhoods continue to gentrify. Based on eligibility for the federal free and reduced lunch program, the percentage of low-income families dropped from 49% in 2021–2022 to 31% in 2022–2023, then rose to 40.6% in 2023–2024, and slightly declined to 39.5% in 2025–2026. This fluctuation is largely due to California's decision to provide free meals to all students, which reduced the need for families to complete the federal application. Since this application is used to determine Title I funding and other support services, the actual percentage of low-income families may now be underreported. Due to the slight decline in reported numbers, Edison will operate as a Targeted Assistance Program in 2025–2026.

About one-third of Edison students begin school as English Learners, while another 25–30% are simultaneous bilinguals, typically from Spanish-speaking households. Many of these students are younger siblings of former English Learners who now speak English fluently at home. As a result, some Spanish-speaking parents in ELAC have children who are either Initial Fluent English Proficient (IFEP) or have been reclassified as Reclassified Fluent English Proficient (RFEP).

Low-income and limited-English-proficient families often face resource gaps and depend on scholarships for after-school care, tutoring, summer and music programs, and other enrichment opportunities. However, as their children’s academic performance improves and they are reclassified or move from Tier III to Tier II, fewer free programs are available to them. For example, students in Tier II generally do not qualify for free after-school or summer interventions, which can hinder their academic growth despite not yet being at grade level. To address this gap, Edison has begun using site funds to include low-income Tier II students in these programs when space permits.

Additionally, many low-income families lack home computers or internet access, limiting their children’s ability to use online educational tools like Google Classroom and district-supported applications. While the district offers a limited number of Chromebooks for home use, Edison also provides access to computers and school internet during after-school tutoring to help bridge the digital divide.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the “Red” or “Orange” performance category.

English Learner Progress - Red (43.3% Making Progress - decline of 22.9% year over year)

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.

Based on the most recent California School Dashboard data, Edison Elementary School does not have any student groups performing two or more levels below the “all Students” performance level on any state indicator.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

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 needs assessment for the 2025–26 School Plan for Student Achievement (SPSA) is informed by data from four key surveys: the California Healthy Kids Survey (CHKS), the Hanover Culture and Climate Survey (HCCS), the Edison Family Survey, and the Teacher Survey. These tools captured the perceptions of students, parents, and staff on a range of topics, including school climate, academic engagement, and overall support systems.

California Healthy Kids Survey (CHKS)

Administered in Fall 2024 to 5th-grade students (n=30), staff (n=22), and parents (n=147), the CHKS assessed stakeholder views on school safety, learning support, and student well-being. The majority of students reported feeling connected to school (85%), academically motivated (93%), supported by caring adults (88%), and safe on campus (83%). However, only 50% felt they had opportunities for

meaningful participation, highlighting a clear area for improvement. Staff echoed this concern, with 54% indicating that student participation could be strengthened, although 76% felt the overall learning environment was positive. Parents expressed similar views, noting strong school support and resources (89%) and cultural respect (77%), but identified meaningful participation (50%) as an area needing development.

Hanover Culture and Climate Survey (HCCS)

The HCCS was conducted in February 2025 with a total of 156 participants, including 4th-grade students, staff, and parents. This survey focused on perceptions of school culture, growth, and overall climate. Parents rated the school highly in most categories but expressed dissatisfaction with bathroom cleanliness and food quality. Students responded positively across most areas but identified room for growth in understanding the relevance of their learning. Specifically, 67% reported seeing connections between subjects, 64% saw relevance to the outside world, and 57% understood how their learning applied to future goals.

Edison Family Survey

In Spring 2025, 112 parents participated in the Edison Family Survey to provide feedback on their experience with the school. Parents rated the school highly in terms of teacher quality, instructional programming, and overall community atmosphere. However, they also noted areas needing attention, including parking, increasing student engagement, and improving communication regarding student progress.

Teacher Survey

The Teacher Survey, also conducted in Spring 2025, collected staff input on strategies to support the SPSA goals. For Goal 1, teachers recommended differentiated professional development, additional support with science planning, increased collaboration between general and special education, and opportunities to attend relevant conferences. For Goal 2, they emphasized the need for more structured planning time within professional learning communities (PLCs) and greater use of Lesson Link tools. For Goal 3, teachers advocated for creating student-centered environments, hosting math and literacy nights, using read-alouds that align with social-emotional learning, maintaining balanced classrooms, and training supervision staff to support a positive school climate.

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 gathers information about instruction through Learning Rounds, regular informal classroom observations, and formal observations conducted as part of the teacher evaluation process.

LEARNING ROUNDS

During the 2024–2025 school year, two sets of Learning Rounds were conducted to support our School Improvement Plan (SIP) focus: ensuring multilingual students speak and/or write about content using precise academic English. This work centered on the strategic use of Designated (D-ELD) and Integrated (I-ELD) English Language Development instruction.

The first round occurred in November 2024 and included nearly all classrooms during D-ELD instruction. The observation team consisted of school leaders, district administrators, instructional coaches, and Site Leadership Team members. This round focused on collecting baseline data. Observations revealed consistent D-ELD implementation across classrooms, with clear structures in place and students fully aware of routines. Lessons were meaningfully connected to core content—

either as previews or reviews—helping students build confidence and engage in whole-group instruction. Explicit instruction of language standards was evident; students not only acquired new vocabulary but also developed a deeper understanding of how English functions. A variety of strategies—including Total Physical Response (TPR), echoing, choral responses, oral and written sentence frames, and word banks—were used to maximize language use.

While these strengths were celebrated, the team developed several guiding questions to support ongoing improvement:

- *How can we optimize student engagement during D-ELD, especially for non-targeted students?
- *How can we efficiently plan high-quality D-ELD and I-ELD lessons?
- *How can we further support students in producing language?
- *How do we monitor language development over time?

The second Learning Round took place in April 2025. It included the same team, including our EL TOSA, and without classroom teachers. This round highlighted significant growth in instructional practices. Classrooms demonstrated increased cognitive demand, with students engaging in tasks aligned with Depth of Knowledge (DOK) levels 1–3. Academic language frames were widely used, supporting both oral rehearsal and written production. Students showed increased confidence using Tier 2 and Tier 3 vocabulary, and explicit vocabulary instruction was common. Notably, grammar instruction—especially around parts of speech—was more evident than in the past.

Collaborative conversations were well-supported through partner talk, sentence frames, and visual tools such as thinking maps. Teacher practices also reflected this growth. Visual supports like anchor charts, graphic organizers, smartboards, and TPR were used extensively, particularly in the primary grades. Teachers clearly articulated language objectives and provided targeted scaffolds to help students achieve them. A balanced distribution of teacher and student talk was observed, with structured oral language practice becoming a more regular part of instruction.

Looking ahead, the team identified the need to continue expanding opportunities for structured student talk, using consistent strategies such as echoing, choral responses, and partner conversations. The alignment between D-ELD and Tier 1 instruction continues to strengthen, and a greater emphasis on word consciousness and explicit language goals has contributed to higher levels of engagement and participation among multilingual learners.

FORMAL AND INFORMAL OBSERVATIONS

During regular informal instructional rounds, the principal observes for effective implementation of dual immersion strategies, classroom management, equitable and compassionate interactions, and standards-based instruction with clearly defined language and content objectives. Instruction is also assessed for alignment with school-wide goals and professional development priorities.

Both formal and informal observations consistently show that staff effectively apply core components of the dual immersion methodology. These include maintaining strategic language separation, front-loading academic vocabulary, scaffolding language support, setting both content and language objectives, and creating frequent, structured opportunities for oral language development. Common strategies observed include structured turn-and-talk, pair/share, jigsaw activities, and other cooperative learning methods. Sentence frames are regularly used and thoughtfully varied to promote student responses across different DOK levels in both languages.

Teachers also integrate Thinking Maps and other graphic organizers to reinforce concepts visually, pair visual and auditory input, and communicate lesson goals in student-friendly language. Additional supports observed include math warm-ups, think-pair-share activities, academic

vocabulary previews, sentence frames, and checklists designed to enhance both verbal and written academic language use.

Instruction is grounded in the use of district-adopted core materials and approved supplemental resources. Instructional assistants primarily support small-group instruction, targeting students who benefit from more focused intervention. There is consistent evidence of modifications and accommodations tailored to meet the needs of students with IEPs, 504 plans, and those receiving Tier III reading interventions.

In upper grades, teachers regularly utilize Google Classroom to manage instruction and assignments. Observations also confirm widespread use of adaptive educational software that personalizes learning in reading and math, including Kid Biz, Raz Kids, Lexia Core 5, and DreamBox.

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)

Edison implements a wide range of state and local assessments to identify educational needs, monitor student progress, and guide instructional decisions. While aligned with the SMMUSD assessment plan, Edison's unique dual-language immersion program, where English reading begins later and Spanish is the initial language of instruction, requires modifications to the standard assessment schedule. These adjustments result in Edison students participating in more, and sometimes different, assessments than their district peers, limiting cross-district comparability until grades 3 through 5.

ASSESSMENTS ADMINISTERED IN 2024–25

During the 2024–25 school year, Edison administered:

- *Renaissance STAR assessments
- *CAASPP and Interim Assessments
- *California Assessment of Student Performance and Progress (CAASPP)
- *English Language Proficiency Assessments for California (ELPAC)

RENAISSANCE STAR ASSESSMENTS

All SMMUSD students take STAR Reading and Math assessments three times per year as diagnostic tools. At Edison, these are adapted to support the school's dual-language model. In transitional kindergarten through first grade, students begin with the STAR Early Literacy test in Spanish. Because primary reading instruction in the 90-10 dual-language program is conducted in Spanish, students in grades one and two continue with STAR Reading and Math in Spanish.

Beginning in second grade, students also take STAR Reading and Math in English. From grades two through five, all students take STAR Reading in both English and Spanish, while math assessments continue in both languages. This means Edison students take additional and different STAR assessments compared to other students in the district.

While the Spanish assessments provide valuable diagnostic insights, they lack statewide norming, limiting their use for broader comparisons. Nonetheless, STAR data is instrumental in informing instruction, supporting Multi-Tiered System of Supports (MTSS) screening, and assisting in reclassifying English Learners. After each administration, data is disaggregated by subgroups, analyzed by faculty for schoolwide and grade-level trends, and used by grade-level teams to reflect on instructional adjustments.

CAASPP INTERIM ASSESSMENTS

Students in grades three through five take the CAASPP Interim Assessment Blocks (IABs) twice annually to monitor progress in English Language Arts and Mathematics. Edison uses these results, broken down by subgroup and grade level, to adjust instruction and identify trends.

Because IABs are available only in English, Edison's dual-language model presents a challenge—math instruction occurs in Spanish, yet students are assessed in English. In the primary grades, the district no longer requires the district interims, but Edison continues to use district-developed math assessments administered in Spanish. Additionally, Edison supplements district tools with one-on-one reading assessments in Spanish, such as Fountas and Pinnell, for kindergarten, first grade, and some second-grade students.

CALIFORNIA ASSESSMENT OF STUDENT PERFORMANCE AND PROGRESS (CAASPP)

In grades three through five, students participate in the CAASPP summative assessments for English Language Arts and Mathematics. Fifth graders also take the California Science Test (CAST). While Edison has participated in the CAASPP Spanish assessments in the past, these

assessments have not provided consistent, timely data, so Edison has discontinued their use.

Currently, Edison students do not require the California Modified Assessment. However, students with IEPs and 504 plans receive accommodations to ensure equitable access to testing. Some English Learners take the Math and Science tests in Spanish.

Although CAASPP is a summative assessment and results are unavailable until after the school year ends, the data is valuable for school planning. The School Site Council and grade-level teams use the results in the fall to adjust the School Plan for Student Achievement (SPSA) and guide instructional planning for the year. CAASPP data also supports identifying students for intervention programs and serves as one indicator of academic proficiency for English Learners. Results are disaggregated by major Edison subgroups and shared with staff and families to inform schoolwide goal setting and strategic planning.

In the 2023–24 school year, the percentage of students who met or exceeded standards was as follows:

*English Language Arts: 74% overall, 46% for English Learners

*Mathematics: 70% overall, 41% for English Learners

*California Science Test (CAST): 59% overall, 37% for English Learners

ENGLISH LANGUAGE PROFICIENCY ASSESSMENTS FOR CALIFORNIA (ELPAC)

The Initial ELPAC is given to all students who enter our school and have not attended another California school if their parents indicate a language other than English on the Home Language Survey. This assessment classifies them as Initial Fluent English Proficient (IFEP) or English Learner (EL).

Once students are classified as English Learners, district examiners give them the ELPAC annually. At the site, we use the results of this data to determine student needs and program choices. For example, most of our English Learners score lower in the Writing section of the ELPAC, so our EL support services focus on writing.

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

F&P READING ASSESSMENTS

Edison administers one-on-one reading assessments biannually in both English and Spanish, depending on the grade level. For kindergarten and 1st grade, assessments are conducted exclusively in Spanish, while 2nd-grade students are assessed in both languages as needed to monitor the progress of emergent readers. The data from these assessments informs instructional decisions, such as selecting texts of appropriate complexity and differentiating instruction to meet the needs of developing readers.

Additionally, the data serves as an indicator for identifying students who may require reading intervention. These assessments also help in adjusting the composition of small groups. Reading intervention programs follow a 6-8 week cycle, during which groups are regularly assessed and adjusted as necessary.

UFLI (UNIVERSITY OF FLORIDA LITERACY INITIATIVE)

For 2nd and 3rd grade, teachers have introduced a new foundational skills curriculum in English to provide phonics and word study instruction that is not covered in the K-1 dual immersion program. Teachers monitor student progress using the UFLI tracker to assess learning and provide targeted interventions where needed.

DIGITAL PROGRAM ASSESSMENTS (LEXIA, ACHIEVE 3000, DREAMBOX)

To evaluate growth, teachers regularly track student progress on digital platforms, including Lexia, Achieve 3000, and DreamBox. By reviewing progress reports, teachers identify areas where students need additional support and design targeted lessons based on this data.

CURRICULUM-EMBEDDED ASSESSMENTS

Teachers also utilize assessments embedded within the adopted reading and math curricula to gauge student mastery and identify areas that may require re-teaching or modification. Additionally, teachers frequently use "exit tickets" as a quick method for students to demonstrate independent mastery of concepts previously covered in group settings. Quickwrites are also employed to assess students' comprehension of readings or content-related tasks.

COMMON FORMATIVE ASSESSMENTS (CFA)

Common Formative Assessments (CFAs) are developed collaboratively within Professional Learning Communities (PLCs) to assess student learning during the inquiry cycle. After implementing instruction, teachers use CFAs to evaluate the effectiveness of their teaching and identify which students may require further support. Based on the results, instructional adjustments are made to ensure that all students' needs are addressed effectively.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Edison Elementary School (also known as Edison Language Academy). Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.25%	0	0	1
African American	3.12%	1.27%	1.01%	12	5	4
Asian	1.82%	1.78%	2.03%	7	7	8
Filipino	%	0%	%	0	0	
Hispanic/Latino	63.64%	67.18%	68.86%	245	264	272
Pacific Islander	%	0%	%	0	0	
White	30.65%	29.01%	27.34%	118	114	108
Two or More Races	0.78%	0.76%	0.51%	3	3	2
Not Reported	%	0%	%	0	0	
Total Enrollment				385	393	395

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	63	79	83
Grade 1	59	55	65
Grade 2	69	58	55
Grade3	70	68	58
Grade 4	64	69	68
Grade 5	60	64	66
Total Enrollment	385	393	395

Conclusions based on this data:

1. Enrollment at Edison dipped during the Covid school closure-- primarily in TK and K. During the school closures and on-line learning, some parents delayed enrolling their children in school since these grades are not covered by compulsory attendance laws. In 2023-2024, the "Covid cohorts" are in third and fourth grades.
2. When Kindergarten cohorts are small, unless we enroll new students in 1st grade, we cannot fill those vacancies in the overall population. Dual Immersion schools typically do not enroll new students who are not already bilingual past 1st grade. To fill those vacancies, we have begun taking more transfer students from other immersion schools

and additional students at all grade levels who are recent arrivals from Spanish speaking countries. This has increased our population of early emergent and intermediate bilinguals.

3. Enrollment has been declining across SMMUSD as the number of residents with school-aged children has been declining. Because Edison is a magnet school, as enrollment in Kinder and TK have grown each year since Covid, Edison's enrollment is slowly growing again. We had more TK applicants than we could take for 2025-26 school year, so we will most likely open a second TK class in the 2026-27 school year.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	122	110	97	29.0%	31.7%	24.6%
Fluent English Proficient (FEP)	115	109	103	26.9%	29.9%	26.1%
Reclassified Fluent English Proficient (RFEP)	8	19	15	2.1%	4.8%	3.8%

Conclusions based on this data:

1. The number of Edison students who are English Learners at entry has been declining in recent years. While Edison is still enrolling 50% of new students who are Spanish speakers, not all are monolingual Spanish speakers. Approximately half are already bilingual. While their transition to English reading happens earlier, the teachers have to work harder to help students speak the target language and the social language on the playground is more solidly English.
2. Approximately a third of Edison students are now IFEP -- having some exposure to another language on their home language survey but being themselves fluent English speakers.
3. The number of RFEP students has decreased slightly.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	71	69	57	71	68	57	71	68	57	100.0	98.6	100
Grade 4	65	66	69	64	65	68	64	65	68	98.5	98.5	98.6
Grade 5	61	64	66	60	63	66	60	63	66	98.4	98.4	100
All Grades	197	199	192	195	196	191	195	196	191	99.0	98.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2455.	2446.	2492.	30.99	30.88	59.65	28.17	27.94	17.54	25.35	25.00	14.04	15.49	16.18	8.77
Grade 4	2554.	2516.	2521.	62.50	38.46	42.65	20.31	35.38	25.00	6.25	16.92	29.41	10.94	9.23	2.94
Grade 5	2565.	2604.	2563.	50.00	63.49	46.97	21.67	22.22	30.30	16.67	12.70	15.15	11.67	1.59	7.58
All Grades	N/A	N/A	N/A	47.18	43.88	49.21	23.59	28.57	24.61	16.41	18.37	19.90	12.82	9.18	6.28

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	22.54	17.65	36.84	67.61	69.12	52.63	9.86	13.24	10.53
Grade 4	40.63	30.77	23.53	57.81	61.54	72.06	1.56	7.69	4.41
Grade 5	40.00	53.97	31.82	55.00	44.44	60.61	5.00	1.59	7.58
All Grades	33.85	33.67	30.37	60.51	58.67	62.30	5.64	7.65	7.33

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.94	16.18	43.86	53.52	66.18	47.37	22.54	17.65	8.77
Grade 4	43.75	35.38	35.29	46.88	53.85	55.88	9.38	10.77	8.82
Grade 5	40.00	60.32	42.42	50.00	34.92	53.03	10.00	4.76	4.55
All Grades	35.38	36.73	40.31	50.26	52.04	52.36	14.36	11.22	7.33

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	16.90	16.18	28.07	77.46	75.00	63.16	5.63	8.82	8.77
Grade 4	40.63	18.46	14.71	51.56	73.85	73.53	7.81	7.69	11.76
Grade 5	23.33	30.16	18.18	68.33	66.67	78.79	8.33	3.17	3.03
All Grades	26.67	21.43	19.90	66.15	71.94	72.25	7.18	6.63	7.85

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	23.94	23.53	42.11	71.83	64.71	54.39	4.23	11.76	3.51
Grade 4	45.31	24.62	27.94	50.00	67.69	70.59	4.69	7.69	1.47
Grade 5	31.67	49.21	34.85	63.33	50.79	57.58	5.00	0.00	7.58
All Grades	33.33	32.14	34.55	62.05	61.22	61.26	4.62	6.63	4.19

Conclusions based on this data:

1. Edison has a consistently high percentage of students who participate in the state testing.
2. The percentage of students exceeding ELA standards has grown, especially in the 3rd and 4th grades. Overall scores grew in ELA from 69% to 74%.
3. We also find it encouraging that the percentages of students scoring below standard were relatively small and decreased over time. The percentage of each cohort scoring below standards also dropped considerably over the last three years.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's [Smarter Balanced Assessment System](#) web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	71	69	57	71	69	56	71	69	56	100.0	100.0	98.2
Grade 4	65	66	69	65	65	69	65	65	69	100.0	98.5	100
Grade 5	61	64	66	61	64	66	61	64	66	100.0	100.0	100
All Grades	197	199	192	197	198	191	197	198	191	100.0	99.5	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	2469.	2473.	2500.	35.21	33.33	55.36	38.03	36.23	26.79	11.27	23.19	10.71	15.49	7.25	7.14
Grade 4	2529.	2494.	2523.	38.46	24.62	37.68	35.38	33.85	20.29	21.54	29.23	39.13	4.62	12.31	2.90
Grade 5	2548.	2573.	2567.	45.90	51.56	42.42	14.75	26.56	28.79	24.59	14.06	21.21	14.75	7.81	7.58
Grade 11															
All Grades	N/A	N/A	N/A	39.59	36.36	44.50	29.95	32.32	25.13	18.78	22.22	24.61	11.68	9.09	5.76

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	46.48	44.93	60.71	38.03	44.93	33.93	15.49	10.14	5.36
Grade 4	44.62	26.15	37.68	43.08	52.31	53.62	12.31	21.54	8.70
Grade 5	44.26	50.00	45.45	39.34	39.06	45.45	16.39	10.94	9.09
Grade 11									
All Grades	45.18	40.40	47.12	40.10	45.45	45.03	14.72	14.14	7.85

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	40.85	39.13	41.07	47.89	50.72	53.57	11.27	10.14	5.36
Grade 4	41.54	26.15	37.68	50.77	55.38	50.72	7.69	18.46	11.59
Grade 5	37.70	37.50	37.88	47.54	59.38	54.55	14.75	3.13	7.58
All Grades	40.10	34.34	38.74	48.73	55.05	52.88	11.17	10.61	8.38

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
Grade 3	30.99	28.99	46.43	57.75	65.22	44.64	11.27	5.80	8.93
Grade 4	41.54	18.46	37.68	50.77	64.62	55.07	7.69	16.92	7.25
Grade 5	34.43	37.50	30.30	50.82	51.56	60.61	14.75	10.94	9.09
All Grades	35.53	28.28	37.70	53.30	60.61	53.93	11.17	11.11	8.38

Conclusions based on this data:

1. The number of students exceeding standard has increased, especially in 3rd and 4th grade. Our overall scores in math increased from 68% to 70% proficient and advanced.
2. Scores went up in each sub category as well. Students are fairing very well in the area of Concepts and Procedures with 47% above standard.
3. Last year our SIP focus was on math instruction. This focus has had a positive impact on our state scores.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's [English Language Proficiency Assessments for California \(ELPAC\)](https://www.cde.ca.gov/ta/tg/eng/elpac/) web page or the [ELPAC.org](https://elpac.org) website for more information about the ELPAC.

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	1450.2	1459.2	1435.2	1475.4	1486.1	1457.6	1391.2	1396.2	1382.7	16	22	22
1	1474.9	1463.2	1474.1	1496.4	1481.4	1511.8	1452.8	1444.5	1436.0	19	16	16
2	1499.1	1538.3	1518.3	1522.5	1575.2	1552.3	1475.3	1500.8	1483.6	24	18	12
3	1509.8	1510.9	1526.6	1528.5	1526.6	1544.6	1490.6	1494.8	1507.8	18	21	12
4	1561.5	1554.8	1544.4	1578.2	1576.2	1552.4	1544.2	1533.1	1535.8	22	12	16
5	1567.4	1548.8	*	1578.2	1565.2	*	1556.1	1532.0	*	17	12	8
All Grades										116	101	86

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	18.75	40.91	13.64	43.75	27.27	40.91	37.50	27.27	36.36	0.00	4.55	9.09	16	22	22
1	15.79	18.75	12.50	52.63	56.25	62.50	31.58	12.50	18.75	0.00	12.50	6.25	19	16	16
2	25.00	50.00	33.33	50.00	33.33	66.67	20.83	16.67	0.00	4.17	0.00	0.00	24	18	12
3	27.78	19.05	25.00	44.44	52.38	58.33	22.22	23.81	16.67	5.56	4.76	0.00	18	21	12
4	63.64	66.67	43.75	18.18	33.33	37.50	13.64	0.00	18.75	4.55	0.00	0.00	22	12	16
5	58.82	50.00	*	29.41	25.00	*	5.88	16.67	*	5.88	8.33	*	17	12	*
All Grades	35.34	38.61	22.09	39.66	38.61	54.65	21.55	17.82	19.77	3.45	4.95	3.49	116	101	86

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	31.25	54.55	27.27	50.00	22.73	40.91	18.75	9.09	22.73	0.00	13.64	9.09	16	22	22
1	57.89	56.25	81.25	31.58	31.25	18.75	10.53	0.00	0.00	0.00	12.50	0.00	19	16	16
2	58.33	72.22	83.33	29.17	22.22	16.67	8.33	5.56	0.00	4.17	0.00	0.00	24	18	12
3	55.56	66.67	50.00	33.33	28.57	41.67	11.11	0.00	8.33	0.00	4.76	0.00	18	21	12
4	81.82	91.67	75.00	13.64	8.33	25.00	4.55	0.00	0.00	0.00	0.00	0.00	22	12	16
5	82.35	66.67	*	11.76	25.00	*	0.00	0.00	*	5.88	8.33	*	17	12	*
All Grades	62.07	66.34	59.30	27.59	23.76	31.40	8.62	2.97	6.98	1.72	6.93	2.33	116	101	86

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		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K		0.00	0.00		36.36	18.18		59.09	68.18		4.55	13.64		22	22
1		6.25	0.00		31.25	25.00		43.75	43.75		18.75	31.25		16	16
2		22.22	0.00		44.44	66.67		27.78	33.33		5.56	0.00		18	12
3		0.00	16.67		42.86	33.33		38.10	33.33		19.05	16.67		21	12
4		8.33	12.50		50.00	43.75		33.33	37.50		8.33	6.25		12	16
5		25.00	*		16.67	*		33.33	*		25.00	*		12	*
All Grades	14.66	8.91	4.65	33.62	37.62	33.72	37.07	40.59	48.84	14.66	12.87	12.79	116	101	86

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	37.50	40.91	22.73	62.50	59.09	72.73	0.00	0.00	4.55	16	22	22
1	63.16	75.00	87.50	36.84	18.75	12.50	0.00	6.25	0.00	19	16	16
2	54.17	61.11	66.67	41.67	38.89	33.33	4.17	0.00	0.00	24	18	12
3	33.33	33.33	50.00	66.67	57.14	41.67	0.00	9.52	8.33	18	21	12
4	72.73	58.33	50.00	27.27	41.67	50.00	0.00	0.00	0.00	22	12	16
5	41.18	41.67	*	41.18	41.67	*	17.65	16.67	*	17	12	*
All Grades	51.72	50.50	47.67	44.83	44.55	50.00	3.45	4.95	2.33	116	101	86

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	31.25	63.64	31.82	68.75	22.73	54.55	0.00	13.64	13.64	16	22	22
1	27.78	50.00	31.25	66.67	37.50	68.75	5.56	12.50	0.00	18	16	16
2	70.83	88.89	91.67	25.00	11.11	8.33	4.17	0.00	0.00	24	18	12
3	83.33	76.19	66.67	11.11	19.05	33.33	5.56	4.76	0.00	18	21	12
4	86.36	91.67	81.25	13.64	8.33	18.75	0.00	0.00	0.00	22	12	16
5	94.12	91.67	*	0.00	0.00	*	5.88	8.33	*	17	12	*
All Grades	66.96	75.25	59.30	29.57	17.82	37.21	3.48	6.93	3.49	115	101	86

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	0.00	0.00	0.00	100.00	95.45	95.45	0.00	4.55	4.55	16	22	22
1	50.00	37.50	37.50	27.78	50.00	43.75	22.22	12.50	18.75	18	16	16
2	29.17	44.44	8.33	58.33	50.00	91.67	12.50	5.56	0.00	24	18	12
3	0.00	4.76	8.33	61.11	66.67	58.33	38.89	28.57	33.33	18	21	12
4	22.73	8.33	12.50	59.09	75.00	68.75	18.18	16.67	18.75	22	12	16
5	23.53	8.33	*	58.82	66.67	*	17.65	25.00	*	17	12	*
All Grades	21.74	16.83	11.63	60.00	68.32	74.42	18.26	14.85	13.95	115	101	86

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24	21-22	22-23	23-24
K	12.50	31.82	9.09	81.25	54.55	72.73	6.25	13.64	18.18	16	22	22
1	5.26	0.00	0.00	89.47	75.00	50.00	5.26	25.00	50.00	19	16	16
2	12.50	11.11	0.00	58.33	88.89	91.67	29.17	0.00	8.33	24	18	12
3	16.67	14.29	16.67	66.67	76.19	83.33	16.67	9.52	0.00	18	21	12
4	63.64	25.00	50.00	31.82	75.00	43.75	4.55	0.00	6.25	22	12	16
5	29.41	33.33	*	58.82	50.00	*	11.76	16.67	*	17	12	*
All Grades	24.14	18.81	15.12	62.93	70.30	68.60	12.93	10.89	16.28	116	101	86

Conclusions based on this data:

- Overall, the Edison EL population is primarily composed of students at Level 4 and Level 3 with very few students who are beginners. Most Edison ELs speak Spanish as their other language and nearly all were born in the United States or arrived as very young children.
- The number of English Learners has declined over the three years reflected in these data -- from 129 in 20-21 to 116 in 21-22, to 101 in 22-23, to 86 in 23-24. This is attributable to the fact that we now reclassify students at multiple points in the year and some students leave the cohort. But some of the decline also comes from the fact

that the population we are serving is shifting toward more English Learner children who enter Kindergarten having already had some exposure to English -- either in preschool programs or from older brothers and sisters who are already English speaking. Each year a larger percentage of our new Kindergarten students are IFEPs or are entering K as ELs but with more proficiency in English than in past years.

3. Because so much less English is used in Edison's 90-10 dual immersion program in K-1-2-3, typically students are not ready to reclassify until 4th and 5th grades after they have had more instructional time in English. Those are also typically the first years where we have consistent academic achievement data in English language arts for students. Those that do not reclassify in 3-5 have lower scores in reading and writing.

School and Student Performance Data

Student Population

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

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

2023-24 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
395	39.5%	24.6%	0.0%
Total Number of Students enrolled in Edison Elementary School (also known as Edison Language Academy).	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2023-24 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	97	24.6%
Foster Youth	0	0.0%
Homeless	3	0.8%
Socioeconomically Disadvantaged	156	39.5%
Students with Disabilities	54	13.7%

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	4	1%
American Indian	1	0.3%
Asian	8	2%
Filipino	0	0.0%
Hispanic	272	68.9%
Two or More Races	2	0.5%
Pacific Islander	0	0.0%
White	108	27.3%

Conclusions based on this data:

- Two-thirds of Edison students are Hispanic/Latino, nearly one-third are White.

2. As one would anticipate in a dual language program, a large proportion of the Edison population are English Learners. Close to one-fourth of the student population is still limited in its English proficiency. This is a decrease from previous years due to lower numbers of Spanish dominant students enrolling and more students being reclassified. 14% of the population are students in Special Education. Some students are both English Learners and in Special Education.
3. The percentage of Edison students from homes with low socioeconomic status declined slightly to 39.5% this year. We are not sure if this is an accurate count because we have struggled to get families to fill out the free and reduced lunch application for the last few years, since food at school is free. The population of students from SED families and the population of ELs also have considerable overlap. We must continue to educate families about the need to apply for the federal free and reduced lunch program.

School and Student Performance Data

Overall Performance






The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words “No Performance Color.”



2024 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<div>English Language Arts</div> <div><p>Blue</p></div>	<div>Chronic Absenteeism</div> <div><p>Yellow</p></div>	<div>Suspension Rate</div> <div><p>Blue</p></div>
<div>Mathematics</div> <div><p>Blue</p></div>		
<div>English Learner Progress</div> <div><p>Red</p></div>		

Conclusions based on this data:

1. English Language Arts and Mathematics scores are both in the blue. We won a California Distinguished School Award as a result.
2. While there was growth for all subgroups in CAASPP, our English Learner progress is in the red because the number of ELs who grew one ELPI level decreased. We focused on implementing designated and integrated ELD this school year to improve this number.

3. While suspension rates are very low (a positive indicator), and chronic absenteeism has decreased, we still have not returned to pre-Covid levels and is in the mid-yellow range. We continue to regularly message the importance of children being in school every day that they are healthy, call to confirm absences, confer with families high absenteeism rates, and create plans to improve attendance.

School and Student Performance Data

Academic Performance English Language Arts

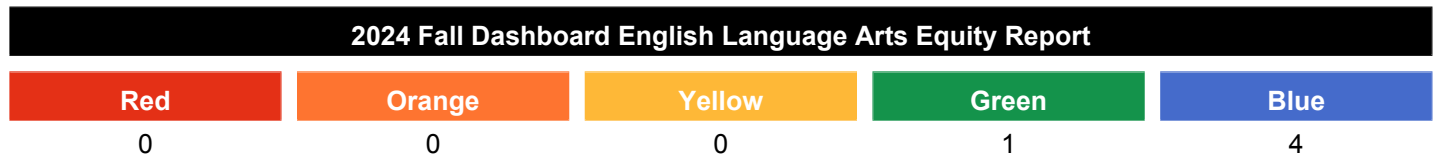
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard English Language Arts Performance for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>56.9 points above standard</div> <div>Increased 6.3 points</div> <div>190 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>29.9 points above standard</div> <div>Increased 24.3 points</div> <div>65 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>31.4 points above standard</div> <div>Increased 26.5 points</div> <div>85 Students</div>

Students with Disabilities  Blue 12.4 points above standard Increased 43.4 points 33 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 40.4 points above standard Increased 18.2 points 127 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  Green 92.4 points above standard Declined 12.9 points 56 Students

Conclusions based on this data:

1. All subgroups (except white) showed tremendous growth this past year and are now in the blue range.
2. Despite not having shown growth, our white students still outscore all other subgroups at 92.4 points above standard. A large gap still exists between our white students who scored 92.4 points above standard while other subgroups scored between 30-40 points below standard. Students with disabilities scored lowest of all subgroups at 12.4 points above standard.
3. It will be a challenge to maintain this growth momentum, but we will continue to focus our attention on these subgroups who are scoring lower than the white population in order to narrow the achievement gap. Efforts to increase collaboration between special education and general education will be a part of this year's plan.

School and Student Performance Data

Academic Performance Mathematics

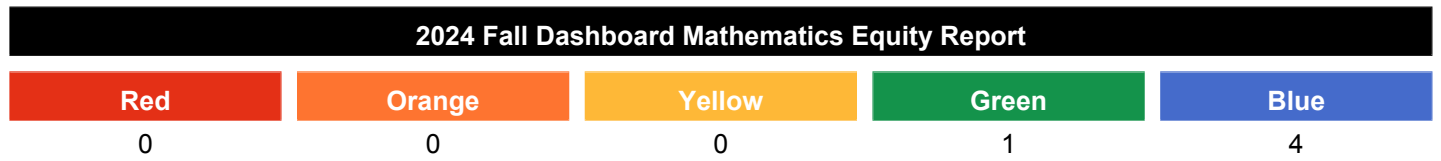
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This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2024 Fall Dashboard Mathematics Performance for All Students/Student Group		
<div>All Students</div> <div> Blue</div> <div>47.1 points above standard</div> <div>Increased 14.3 points</div> <div>190 Students</div>	<div>English Learners</div> <div> Blue</div> <div>21.2 points above standard</div> <div>Increased 17.1 points</div> <div>66 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Less than 11 Students</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Blue</div> <div>19.6 points above standard</div> <div>Increased 24.4 points</div> <div>84 Students</div>

Students with Disabilities  Green 4.3 points below standard Increased 26.4 points 33 Students	African American  No Performance Color Less than 11 Students 4 Students	American Indian  No Performance Color 0 Students
Asian  No Performance Color Less than 11 Students 3 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 31.7 points above standard Increased 22.0 points 127 Students
Two or More Races  No Performance Color 0 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 78.9 points above standard Increased 3.0 points 56 Students

Conclusions based on this data:

1. All groups made significant growth and are in the blue.
2. While they made growth, students with disabilities scored the lowest overall and were the only group below standard (4.3 points below standard). There is still a significant gap between the achievement of our white students (78.9 points above standard) and our Socioeconomically Disadvantaged students (19.6 points above standard), English Learners (21.2 points above standard), and Hispanic students (31.7 points above standard).
3. It will be a challenge to maintain this growth momentum, but we will continue to focus our attention on these subgroups who are scoring lower than the white population in order to narrow the achievement gap. While we teach Math in Spanish, our students are mainly tested in English. We wonder whether it is a language or content issue (or both) for these students. During the 2025 administration, some students elected to take the math in Spanish. This may shed some light on how much language is affecting their achievement.

School and Student Performance Data



Academic Performance English Learner Progress

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

2024 Fall Dashboard English Learner Progress Indicator	
English Learner Progress	Long-Term English Learner Progress
 Red	 No Performance Color
43.3% making progress.	making progress.
Number Students: 60 Students	Number Students: 0 Students

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.

2024 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
33.3%	23.3%	5%	38.3%

Conclusions based on this data:

- English Learner progress dropped in 2024. We have noticed our scores over the last 4 years shows growth one year, then a drop the next. Due to the nature of our program not introducing English Literacy until 2nd grade, we usually see a drop in ELPAC scores from 1st-2nd grade because the literacy expectation jumps and the reading and writing portion of the test is given more weight in the overall score (from 10% of the total score in 1st to 50% of the score in 2nd). We also sometimes see a drop or lack of progress when students move from 2nd to 3rd because again the rigor of the test increases and our students have only had English literacy instruction for 1 full year before they take the test in 3rd grade. The test in 3rd grade is the same test, therefore our 3rd graders are taking a test at the rigor our 5th graders must take. We do expect growth in scores when moving from 3rd-4th and 4th-5th.
- Most students who are not growing, or are not meeting reclassification criteria on the ELPAC are scoring low in the areas of reading and writing.
- The data support a continued focus on ELs for school improvement efforts.

School and Student Performance Data

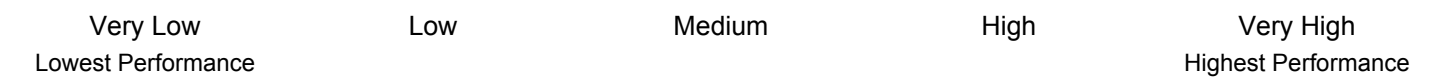
Academic Performance College/Career Report

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



This section provides number of student groups in each level.



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

2024 Fall Dashboard College/Career Performance for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:
1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

The 2024 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Chronic Absenteeism Performance for All Students/Student Group		
<div>All Students</div> <div> Yellow</div> <div>10.4% Chronically Absent</div> <div>Declined 4.8</div> <div>395 Students</div>	<div>English Learners</div> <div> Yellow</div> <div>13.5% Chronically Absent</div> <div>Declined 4.5</div> <div>104 Students</div>	<div>Long-Term English Learners</div> <div> No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div> No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div> No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div> Yellow</div> <div>14.2% Chronically Absent</div> <div>Declined 5.4</div> <div>162 Students</div>

Students with Disabilities  Yellow 13% Chronically Absent Declined 5.9 69 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Filipino  No Performance Color 0 Students	Hispanic  Yellow 13.6% Chronically Absent Declined 5.5 272 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  Green 2.8% Chronically Absent Declined 4.2 108 Students

Conclusions based on this data:

1. Chronic absenteeism became a problem at Edison during Covid in a magnitude that it had not before. After Covid, we still had higher rates as people had become accustomed to keeping students home at any sign of illness and had become accustomed to traveling for pleasure and/or family functions during the school year.
2. However, in the last couple of years, absenteeism for all groups has continued to decline. Our highest rate of absenteeism is among our students with low socioeconomic status. However, almost all subgroups are hovering around 13-14%, except white students, who continue to have the lowest absenteeism rates at 2.8%.
3. We implemented an aggressive policy of conferencing with parents in 2022-2023 and 2023-2024 and created School Attendance Contracts for those with the highest rates of absenteeism. We were able to change attendance patterns for many of the families that received letters, phone calls, and SART contracts. Efforts need to continue for ELs, Latinx, students with disabilities and students from low SES families.

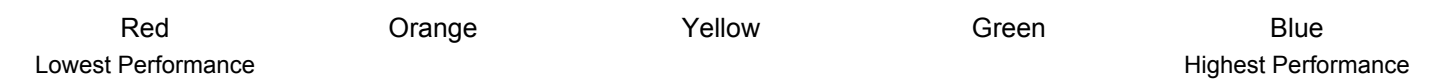
School and Student Performance Data

Academic Engagement Graduation Rate

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This section provides number of student groups in each level.



This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2024 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Long-Term English Learners
Foster Youth	Homeless	Socioeconomically Disadvantaged
Students with Disabilities	African American	American Indian
Asian	Filipino	Hispanic
Two or More Races	Pacific Islander	White

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate Suspension Rate

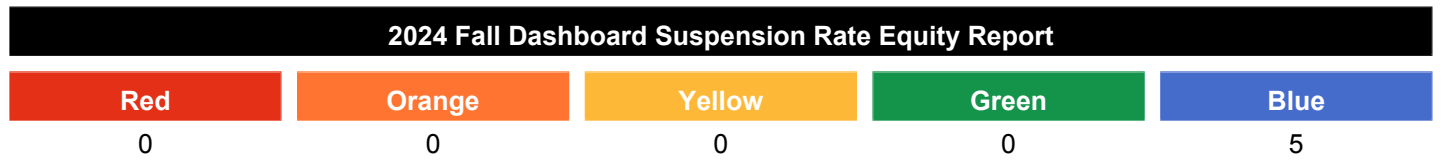
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This section provides number of student groups in each level.



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.

2024 Fall Dashboard Suspension Rate for All Students/Student Group		
<div>All Students</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>397 Students</div>	<div>English Learners</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>105 Students</div>	<div>Long-Term English Learners</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>
<div>Foster Youth</div> <div></div> <div>No Performance Color</div> <div>0 Students</div>	<div>Homeless</div> <div></div> <div>No Performance Color</div> <div>Fewer than 11 students - data not displayed for privacy</div> <div>3 Students</div>	<div>Socioeconomically Disadvantaged</div> <div></div> <div>Blue</div> <div>0% suspended at least one day</div> <div>Maintained 0%</div> <div>162 Students</div>

Students with Disabilities  Blue 0% suspended at least one day Maintained 0% 69 Students	African American  No Performance Color Fewer than 11 students - data not displayed for privacy 4 Students	American Indian  No Performance Color Fewer than 11 students - data not displayed for privacy 1 Student
Asian  No Performance Color Fewer than 11 students - data not displayed for privacy 8 Students	Filipino  No Performance Color 0 Students	Hispanic  Blue 0% suspended at least one day Maintained 0% 274 Students
Two or More Races  No Performance Color Fewer than 11 students - data not displayed for privacy 2 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0% 108 Students

Conclusions based on this data:

1. There were no suspensions this school year. Edison suspension rates in general are very low -- some years no students are suspended and other years only one or two.
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 or assistant 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 has invested in training all of its staff in Restorative Justice and administration facilitates RJ circles to help students move past conflict into a plan for moving forward. We also invest in a robust social emotional education program, involving students in setting class and school rules, teaching self regulation behaviors and mindfulness, using Second Step, and Responsive Classroom.

Goals, Strategies, & Proposed Expenditures

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

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Helping all students meet or exceed grade level standards in core academic subjects with a focus on increasing the achievement of English Learners and Students with Disabilities

All students will be college and career ready through equitable and inclusive pathways that develop strong bilingualism in both Spanish and English and support the diverse learning needs of all students.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students will be college and career ready through socially just pathways rooted in curiosity, belonging, and empowerment.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

BASELINE DATA

Edison's 2023–24 California State Dashboard results reflect strong academic achievement and continued growth across all student subgroups. Most notably, significant gains were observed in both English Language Arts (ELA) and Mathematics, contributing to Edison's recognition as a California Distinguished School. These results affirm the effectiveness of the school's core instructional programs and student support systems.

English Learners (ELs) demonstrated particularly strong progress, and Latinx students performed well above state benchmarks. While ELA scores slightly outpaced Math—mirroring state and national patterns—both subject areas showed upward trends. Despite these positive outcomes, a persistent achievement gap remains: White and English-only students continue to outperform their peers, and Students with Disabilities (SWD) remain the lowest-performing subgroup in both ELA and Math. This underscores the need for more inclusive and differentiated instructional practices.

In Science, proficiency rates have been inconsistent over the past three years (57% in 2022, 71% in 2023, and 59% in 2024). These fluctuations are largely attributed to implementation challenges with the district-adopted Amplify Science curriculum, including limited professional development, insufficient planning time, and constrained instructional minutes.

Student feedback from school surveys indicates generally positive perceptions of school climate and learning. However, ratings are lower in areas related to engagement, student voice, and understanding of real-world connections. This suggests that students may not always perceive their learning as relevant or feel fully engaged in the process.

CONCLUSION AND NEXT STEPS

The data confirm that Edison's instructional core is strong and should be preserved. The school's ability to foster growth across all student groups—particularly among English Learners and Latinx students—speaks to the success of its foundational literacy and math strategies. At the same time, closing persistent gaps and enhancing the learning experience for all students will require targeted improvements in inclusivity, engagement, and curricular coherence. To build on existing strengths while addressing these critical needs, Edison will prioritize the following next steps:

****STRENGTHEN STUDENT-CENTERED CLASSROOM INSTRUCTION AND INTERVENTIONS:** Expand teachers' capacity to deliver high-quality Tier 1 instruction and embed Tier 2 supports within the general education classroom, focusing on students' needs and interests. This includes enhancing teacher capacity to plan and facilitate Project-Based Learning (PBL) to boost student engagement, voice, and real-world relevance, and prioritizing using Universal Design for Learning (UDL) strategies to ensure instruction is accessible and adaptable for all students.

****IMPROVE SCIENCE INSTRUCTION AND PLANNING:** Provide targeted training, adequate preparation time, and structured planning opportunities to address implementation challenges in the Amplify Science curriculum. This will ensure all students receive consistent, standards-aligned, and engaging science instruction across classrooms and grade levels.

****MAINTAIN AND MONITOR TIER 3 SUPPORT:** Continue delivering intensive, data-informed interventions for students with the highest academic needs. Ensure Tier 3 supports are consistent, well-integrated into the school day, and regularly evaluated for effectiveness and responsiveness.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA, Math, and Science Assessments	<p>ENGLISH: CAASPP SPRING 2024 (percent meeting or exceeding state benchmarks)</p> <p>OVERALL *ELA: 74 *Math: 70 *Science: 59</p> <p>ENGLISH LEARNERS ELA: 45 Math: 41 Science: Numbers are too small to be measured</p> <p>STUDENTS WITH DISABILITIES ELA: 44 Math: 36 Science: Numbers are too small to be measured</p> <p>SPANISH: STAR READING</p> <p>OVERALL: 80 ENGLISH LEARNERS: 74.5</p>	<p>ENGLISH: CAASPP By the end of the 2025-2026 school year, the percentage of ALL STUDENTS who have met or exceeded will be at least 80% overall in ELA and Math and 70% in Science in grades 3-5.</p> <p>By the end of the 2025-2026 school year, the percentage of ENGLISH LEARNERS who have met or exceeded will be at least 50% overall in ELA and Math.</p> <p>By the end of the 2025-2026 school year, the percentage of STUDENTS WITH DISABILITIES who have met or exceeded will be at least 50% overall in ELA and 40% in Math.</p> <p>SPANISH STAR READING By the end of the 2025-2026 school year, the percentage of ALL STUDENTS who have met district benchmark will be 85% in STAR READING in SPANISH grades 1-5.</p> <p>By the end of the 2025-2026 school year, the percentage of ENGLISH LEARNERS who have met district benchmark will be 80% in STAR READING in SPANISH grades 1-5.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
1.1	<p>STRENGTHEN STUDENT-CENTERED CLASSROOM INSTRUCTION AND INTERVENTIONS - INSTRUCTIONAL COACH</p> <p>Fund a .5 Bilingual Instructional Coach to create a full-time instructional coach position at our school. This coach will support teachers in implementing district priorities, PBL, SEL, and ELD while also assisting teachers in analyzing data to determine the effectiveness of instructional practices and designing differentiated instruction for T2 and T3 students.</p>	While all students K-5 will benefit, the instructional coach will focus on ensuring that the needs of T2 and T3 students are being met in the classroom.	75,000.00 Title I 1000-1999: Certificated Personnel Salaries Salary for .50 FTE Instructional Coach
1.3	STRENGTHEN STUDENT-CENTERED CLASSROOM INSTRUCTION AND INTERVENTIONS - PROFESSIONAL DEVELOPMENT	While all students TK-5 will benefit, our professional development will focus on instructional practices that meet the needs of	20,000 Title I 5800: Professional/Consulting Services And Operating Expenditures Conferences

	<p>PROFESSIONAL DEVELOPMENT IN PBL: The district's Coordinator of Learning and Innovation will provide three professional development sessions at the beginning of the first semester to support teachers in designing and implementing two PBL units (one first semester/one second semester).</p> <p>DIFFERENTIATED PROFESSIONAL DEVELOPMENT FOR TEACHERS. The Edison staff is a combination of dual immersion veterans, experienced teachers new to immersion, and new teachers. Teachers have asked for PD that meets their unique needs. To address this need, funds will be set aside for:</p> <ul style="list-style-type: none"> *Book Clubs led by Cotsen Alumni to allow teachers to learn from and alongside each other in a differentiated PD model with choice. *Conferences (including CABA/ATDLE and Responsive Classroom) *Consulting Fees to contract with experts around our area of focus 	diverse learners mainly our English Learners and Students with Disabilities.	<p>10,000</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Book Clubs - Teacher Hourly</p> <p>5,000</p> <p>Title I</p> <p>4000-4999: Books And Supplies</p> <p>Book Clubs - Professional Literature and Instructional Materials</p> <p>15,000</p> <p>Title I</p> <p>5000-5999: Services And Other Operating Expenditures</p> <p>Consulting Fees</p>
1.4	<p>STRENGTHEN STUDENT-CENTERED CLASSROOM INSTRUCTION AND INTERVENTIONS - COLLABORATIVE PLANNING AND MEETING TIME</p> <p>*DATA REVIEWS: Grade level data analysis with the instructional coach for a half day each semester (FALL/WINTER) to evaluate learning and plan instruction.</p> <p>*SPECIAL EDUCATION COLLABORATION AND MEETING: A substitute will be provided once a month to sub teachers out in the AM for IEP/SST/504/Reclassification meetings with parents, and in the PM to collaborate with special education teachers on common students.</p> <p>*CURRICULUM MAPPING: At the end of the school year, grade levels will be subbed out to collaboratively review their year and plan for the upcoming year.</p>	While all students TK-5 will benefit, the focus of this collaborative time will be on meeting the needs of diverse learners mainly our English Learners, Strivers, and Students with Disabilities.	<p>5,713</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitutes for two half day data meetings (Fall/Winter)</p> <p>3,142</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Subs for monthly meetings to collaborate SpEd and GenEd</p> <p>5,713</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitutes for grade level end of year planning</p>
1.5	<p>STRENGTHEN STUDENT-CENTERED CLASSROOM INSTRUCTION AND INTERVENTIONS - ASSESSMENT</p> <p>To provide teachers with individualized data on students' reading development, track literacy progress, inform instruction, and target the needs of struggling students. the school will provide substitutes in grades K-3 so teachers can administer 1:1 reading assessments (F&P) in Spanish (and English in 2nd)</p>	While all students K-3 will benefit, these assessments are critical for teachers to identify struggling students and determine how to best meet their needs.	<p>10,000</p> <p>Title I</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Substitutes for F&P Reading Assessments</p>
1.6	STRENGTHEN STUDENT-CENTERED CLASSROOM INSTRUCTION AND INTERVENTIONS - DIFFERENTIATED DIGITAL LEARNING PROGRAMS	While all students K-5 will benefit, these differentiated learning programs provide	<p>12,000</p> <p>Stretch Grant (Ed Foundation)</p>

	<p>Provide personalized online learning programs that allow students to practice and extend reading (in both English and Spanish) and math skills in the classroom and at home. Provide professional development for teachers to support the artful use of these programs.</p> <p>*Learning A to Z/Raz Kids (K-3) - English and Spanish Reading *Achieve3000 (3-5) - English and Spanish Non-fiction Reading (Note: District NewsELA does not have a robust Spanish component; therefore, we must supplement with this program) *Lexia Reading Core 5 (2-5) - English Foundational Skills *Dreambox (K-5)</p> <p>(Lexia and Dreambox are district-funded)</p>	<p>students with targeted instruction and practice, which is especially useful for struggling students.</p>	<p>4000-4999: Books And Supplies Annual Subscription for Achieve3000 5,000 Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Annual Subscription for Raz Kids</p>
1.7	<p>STRENGTHEN STUDENT-CENTERED CLASSROOM INSTRUCTION AND INTERVENTIONS - ENGAGING STUDENT READING MATERIAL</p> <p>Purchase and maintain highly engaging reading materials that reflect students' interests and diverse backgrounds and promote a love of reading.</p> <p>*Scholastic News in English (highly engaging text for students who are transitioning literacy skills from English to Spanish) *New library books in Spanish from Spanish-speaking authors to provide authentic language and encourage Spanish reading *Library materials to maintain and repair books that students love to read</p>	<p>While all students K-5 will benefit, purchasing engaging reading materials is especially important for students who do not have access to books at home and/or are struggling to learn to read.</p>	<p>1,485 Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Annual Subscription for Scholastic News 5,000 Title I 4000-4999: Books And Supplies Library Book Fund 1,000 Site Formula Funds 4000-4999: Books And Supplies Library Maintenance Fund</p>
1.8	<p>STRENGTHEN STUDENT-CENTERED CLASSROOM INSTRUCTION AND INTERVENTIONS- SUPPLIES</p> <p>Provide adequate classroom and office supplies to support high-quality instruction, prepare instructional materials, special projects, and the regular operation of office functions. Classroom teachers will receive an extra \$100 to fund PBL materials. In total, 18 classroom teachers will receive \$1000, and 6 other teachers (LLI, Coach, SAI(2), SLP, School Psychologist) will receive \$900.</p> <p>*Edison will allocate \$600 to each classroom teacher(18) and \$500 to other teachers (6). *PTA will allocate \$400 to each FTE (24) *Edison will allocate \$15,000 for office and school supplies</p>	<p>All students</p>	<p>13,800 Site Formula Funds 4000-4999: Books And Supplies Annual Supplies Allocations for Teachers 9600 Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Annual Supplies Allocations for Teachers 15,000 Restricted Lottery 4000-4999: Books And Supplies Other office and school supplies</p>

1.9	<p>STRENGTHEN STUDENT-CENTERED CLASSROOM INSTRUCTION AND INTERVENTIONS - BALANCED CLASSES</p> <p>We use a digital Class Creator program to create balanced classes. Balanced classes are key to maintaining the immersion model, which balances language dominance so that students' language models are in the classroom. It also ensures that teachers have diverse classrooms, making differentiation necessary and possible.</p>	All students	<p>653 Site Formula Funds 5000-5999: Services And Other Operating Expenditures Annual subscription to Class Creator</p>
1.10	<p>IMPROVE SCIENCE INSTRUCTION AND PLANNING</p> <p>To bolster Science instruction and increase student engagement, we will fund the following science-based activities: *Planning support for teachers from PS Science and/or Amplify *Garden classes with the garden teacher in 10-week cycles for grades 1-3, supporting NGSS *Garden club for grades 4-5 during lunch *Mystery Science digital resource aligned to NGSS and Amplify Units</p>	While all students K-5 will benefit, students who have less experiences out in the world engaging in hands on tasks will especially benefit.	<p>15,000 Title I 5000-5999: Services And Other Operating Expenditures PS Science Planning and Instructional Support 13,200 Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Garden Teacher 2,000 Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Garden Supplies 2,000 Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Annual subscription for Mystery Science</p>
1.11	<p>MAINTAIN AND MONITOR TIER 3 SUPPORTS</p> <p>Provide support services for struggling students in Reading in Spanish, Reading in English, and Math. Staff are funded and trained, but a budget is required to ensure quality materials are used to provide instruction to meet student needs. *Trained BIA provided reading support in Spanish to students in grades K-2 (overseen by Instructional Coach) - District Funded *LLI provides reading intervention in English to students in grades 3-5 - District Funded *Classroom teachers provide afterschool intervention in Math to students in grades K-5 - ELOP Funds *A supply budget is provided to maintain and enhance reading instructional materials</p>	T2 and T3 students	<p>2,000 Title I 4000-4999: Books And Supplies Reading Support Supplies</p>

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This past year, most of the strategies in the plan were implemented. We continued to provide reading support in both English and Spanish for struggling students, and those numbers have decreased. Teachers in grades K-2 administered 1:1 reading assessments to better target instruction. We continued to fund digital programs that increased access to a variety of leveled reading in both English and Spanish, as well as purchased engaging books for students to read whole class as well as in small groups in both English and Spanish. Our Reading scores are quite strong based on STAR and CAASPP so we will continue those strategies in next year's SPSA, but will increase 1:1 reading assessments to 3rd grade to support English reading for our strivers.

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

We reconfigured our schedule to allow for PLC meeting time during the school day as well as more time so we did not need to pay teachers to meet afterschool.

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.

This year, we will continue with many of the strategies we had in place last year. A new strategy is to fund a .5 instructional coach to be able to combine with the district funded .5 instructional coach so that we have someone full time. This person will focus on helping teachers meet the needs of their diverse learners, especially those who are not meeting grade level standards. We will not fund a .5 Reading Interventionist because we can cover Spanish reading support within the resources we have.

Goals, Strategies, & Proposed Expenditures

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

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Closing Achievement Gaps for English Learners

Multilingual Learners will become confident and proficient in English while thriving in a rigorous, standards-aligned academic environment that honors and builds upon their cultural and linguistic assets.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

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

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

BASELINE DATA

The data from the dashboard indicates that while English Learners have made notable progress in both English Language Arts (ELA) and Mathematics, earning a position in the "blue" category, a noticeable achievement gap remains between English Learners and their White (English-speaking) peers. Of particular concern is the data on English Learner Progress, as reflected by the English Language Proficiency Assessments for California (ELPAC) levels. Between the 2022-2023 and 2023-2024 academic years, the percentage of students who either maintained an ELPAC level 4 or improved by one English Language Proficiency Index (ELPI) level decreased by 22.9%. This decline contrasts with the fluctuating trends observed in prior years, where setbacks sometimes followed progress.

Several factors may explain this fluctuation. One potential reason is the increase in reclassification cycles and the implementation of criteria that allows younger students to reclassify, thereby elevating the overall reclassification rate and leaving behind less proficient students. Another contributing factor is the structure of our immersion model, which delays formal English literacy instruction until the second grade. Given that the literacy component of the ELPAC constitutes 50% of the overall score beginning in second grade (up from 10% in first grade), many of our students experience a decline in scores at this grade level. Additionally, inconsistencies in the implementation of integrated and designated English Language Development (ELD) across the school may have further contributed to this lack of progress.

In response to these challenges, our School Improvement Plan (SIP) for the past school year focused on enhancing the academic language proficiency of our English Learners through daily integrated and designated ELD. We are pleased to report that these ELD practices are now consistently implemented schoolwide by all teachers, and we anticipate that this consistency will have a positive impact on student achievement. Furthermore, we have provided professional development to ensure that the majority of our teaching staff are trained in GLAD (Guided Language Acquisition Design) strategies, which further supports this initiative.

Despite this growth, our work with our English Learners will remain a focus for us in the upcoming year. We are still fine-tuning our instruction to ensure that we provide the best possible language development experience, meeting the needs of all of our English Learners. We will implement a new ELD curriculum from the district while growing our skills in best practices.

CONCLUSION AND NEXT STEPS

To close the achievement gap and ensure continued growth for our English Learners, we will focus on the following next steps:

****DAILY INTEGRATED AND DESIGNATED ELD:** We will continue to prioritize daily integrated and designated ELD instruction, ensuring that all teachers support students' language development across content areas.

****SIP FOCUS ON OUR ENGLISH LEARNERS:** We will focus our SIP work on our English Learners. Our site Leadership Team (SIP) will still determine the exact approach.

****ONGOING PROFESSIONAL DEVELOPMENT:** We will offer additional professional development focused on best practices for supporting English Learners, with an emphasis on strategies that foster language acquisition and academic success.

****SUPPORT SERVICES FOR ENGLISH LEARNERS:** We will provide robust support services tailored to the specific needs of our English Learners, including individualized interventions and enrichment opportunities.

****EL PARENT EDUCATION:** We will expand our efforts to engage and educate parents of English Learners, providing them with the tools and resources needed to support their children's academic and linguistic development at home.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Reclassification Rates for 5th Graders ELPAC Scores	<p>The reclassification rate of 5th graders who started Edison in TK or K as English Learners for the 2024-25 school year was 50%</p> <p>The percentage of students maintaining a four or moving one ELPI level on the ELPAC for the last four administrations is the following: 2019: 63.4 2022: 48.5 2023: 66.3 2024: 43.3</p>	<p>By the end of the 2025-26 school year, the percentage of 5th graders who started Edison in TK or K as English Learners who are reclassified will be at least 50%.</p> <p>By the end of the 2025-26 school year, the percentage of students maintaining a four or moving one ELPI level on the ELPAC will increase by 7% to reach 50%.</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	<p>DAILY INTEGRATED AND DESIGNATED ELD</p> <p>Teachers will provide daily integrated and designated English Language Development (ELD) instruction to their English Learner students. The following steps will take place to support this work:</p> <ul style="list-style-type: none"> *The LLI will provide a list of students and their respective proficiency levels. *Teachers will assess individual student needs *The district will offer a curriculum and professional development to support this initiative. *Teachers, in collaboration with their grade-level teams, will determine the optimal times within their instructional schedules to incorporate ELD. *The instructional coach will offer ongoing support to teachers as needed. *Teachers will monitor student progress to modify instruction. *Administrators will conduct classroom visits and check in with teachers to ensure this instruction's consistent and effective implementation and to provide continuous support. 	English Learners K-5	No cost
2.2	<p>SIP FOCUS and ONGOING PROFESSIONAL DEVELOPMENT</p> <p>English Learners will continue to be a focus group for our SIP work. Teachers will engage in cycles of inquiry around this focus for the entire school year. To improve instruction, the following professional development will be provided to teachers during our SIP work:</p> <ul style="list-style-type: none"> *Planning time with the instructional coach on how to organize instruction with our SIP focus *Lesson Link *Professional Development during Banked Time 	English Learners K-5	<p>4857 District LCAP Funds 1000-1999: Certificated Personnel Salaries Subs for SIP Planning Time 4857 District LCAP Funds 1000-1999: Certificated Personnel Salaries Subs for Lesson Link</p>

	Note: The Instructional Coach is already funded in Goal 1.		
2.3	<p>SUPPORT SERVICES FOR ENGLISH LEARNERS</p> <p>Edison will offer a school-based Academic Tutorial Support Program for up to 20 Tier III English Learners in grades 4–5. If space allows, Tier II students may also participate. Priority will be given to students not receiving other intervention services or attending before-school English language support.</p> <p>Tutoring will occur after school, one to four days per week (Monday–Thursday), depending on student need and availability. Instruction will focus on math and writing, with access to DreamBox Math and Lexia Core 5. Support will be delivered in small groups on the Edison campus by trained Bilingual Instructional Assistants. Staffing is incorporated into their regular schedules, so no additional salary costs are incurred, but the school will fund materials and student incentives to promote participation and engagement.</p>	English Learners with Tier III or Tier II scores in 4th and 5th grade	500 Title I 4000-4999: Books And Supplies Materials and Incentives
2.4	<p>SUPPORT SERVICES FOR ENGLISH LEARNERS</p> <p>Edison will continue to provide extra support to English Learners during the school day through our LLI (Language and Literacy Interventionist). She provides supplemental ELD to 4th and 5th-grade students who have not reclassified. Her instruction follows the district curriculum but is enhanced to focus on the specific needs of the students she is serving.</p>	English Learners in 4th and 5th grade	No cost - District Funded
2.5	<p>SUPPORT SERVICES FOR ENGLISH LEARNERS</p> <p>Edison teachers will provide before-school support to English Learners in grades 3-5 using AVT (Academic Vocabulary Toolkit). This program provides students with opportunities to learn and practice the academic vocabulary needed to be successful in academic subjects.</p>	English Learners in 3rd-5th grade	No cost - District Funded
2.6	<p>EL PARENT EDUCATION</p> <p>Parents of English Learners will be provided with workshops based on their chosen topics during ELAC or other times that work best for families. This could also include attending conferences.</p>	English Learners	5000 Title I Parent Involvement 5800: Professional/Consulting Services And Operating Expenditures EL Parent Education

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

This past year we were able to implement most of the strategies outlined in our SPSA except our teachers did not participate in summer PD, nor did we pay for consultants. We made progress in our initiative to ensure all English Learners receive integrated and designated ELD through our SIP work. Our EL TOSA position helped move the work forward and provided teachers with support in planning lessons, learning about best practices, and reflecting on learning.

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

We did not use our Summer PD and consultant funds.

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.

This year, we will continue to implement consistent integrated and designated ELD based on our learning and the district adopted program. We will focus on our English Learners for our SIP work again, but we will not have an EL TOSA. We will fund an instructional coach who can support our work. We will continue to provide all extra support to English Learners (afterschool support program, before school AVT, during school EL support with the LLI).

Goals, Strategies, & Proposed Expenditures

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

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

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

Students and families will be part of a culturally responsive school environment that affirms diverse identities, fosters meaningful student engagement, and builds strong partnerships that support academic and social success.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready learning.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

BASELINE DATA

ATTENDANCE

Prior to the COVID-19 pandemic, Edison maintained consistently high attendance rates. However, following the return to in-person instruction, a notable decline was observed. In response, the school implemented targeted strategies such as family outreach, education on attendance policies, and efforts to reduce travel-related absences. These initiatives resulted in a significant improvement, with chronic absenteeism approaching pre-pandemic levels and fewer than 13% of students identified as chronically absent. Strengthening relationships with families and increasing student belonging through consistent communication and engaging school-based activities remains a priority.

SCHOOL SAFETY

The school's Safety Committee met regularly throughout the year and implemented several improvements, including enhanced drop-off procedures supported by local police and parent volunteers. All classrooms received updated safety kits. Despite these efforts, parents expressed ongoing concerns about parking and yard supervision. These concerns highlight the need for continued collaboration with families and consistent supervision protocols.

SOCIAL-EMOTIONAL LEARNING (SEL)

In the aftermath of the pandemic, students exhibited increased challenges with emotional regulation, conflict resolution, and anxiety. While staff initially used a variety of SEL resources, implementation varied across classrooms. During the most recent academic year, the district introduced a consistent, schoolwide SEL curriculum, which all teachers implemented despite limited professional development. The return of a full-time counselor, working alongside the psychologist, principal, and interns, ensured that students in need received appropriate SEL support. Early signs of improvement in student emotional regulation are visible, but more focused professional development is needed for consistency.

STUDENT ENGAGEMENT (School Climate)

Survey data from 2023–2024 show high levels of satisfaction among students and families with school climate, expectations, and communication. Students feel safe and connected, and bullying incidents have decreased. However, name-calling continues to be a concern. In response, the Assistant Principal delivered classroom lessons on hate speech to all 5th graders. Increasing student engagement and participation in school activities was identified as a key area for improvement by both students and families.

SOCIO-CULTURAL COMPETENCE

Edison expanded its focus on cultural inclusion and identity development through various initiatives, including Heritage Month aloud, culturally themed events, and an expanded social justice/BIPOC literature collection. These activities have helped foster a school culture where students can explore their identities and develop empathy and respect for others.

FAMILY ENGAGEMENT

Edison maintains strong family partnerships through diverse engagement opportunities, such as hybrid PTA and ELAC meetings, monthly "Coffee with the Principal and Experts" events, parent workshops, and weekly "Cafecito" gatherings. While digital communication remains central, the school has broadened its outreach by incorporating voice/text messaging and community bulletin boards to better connect with families who face technological barriers.

CONCLUSION AND NEXT STEPS

Based on our current climate and goals, the following strategies will support Edison in better meeting the needs of its school community:

****ATTENDANCE:** Strengthen relationships with families and increase student belonging through consistent communication and engaging school-based activities that foster connection and regular attendance.

****SAFETY:** Foster a safe and inclusive campus by training all supervision staff and volunteers in culturally responsive practices, prioritizing equity, consistency, respect, and a sense of belonging for every student.

****SOCIAL-EMOTIONAL LEARNING (SEL):** Build staff capacity to support students' emotional well-being through ongoing SEL training and character education that affirms identity, promotes empathy, and encourages inclusive practices.

****SOCIO-CULTURAL COMPETENCE:** Deepen cultural understanding through an arts-integrated, identity-affirming curriculum that celebrates student diversity and fosters cross-cultural empathy.

****STUDENT ENGAGEMENT:** Enhance student voice and connection by expanding inclusive, interest-based activities during and after school that reflect diverse identities and promote joy in learning, ensuring all students feel seen and valued.

****FAMILY ENGAGEMENT:** Expand two-way communication and collaboration with families by offering multilingual, accessible engagement opportunities and by actively involving parents in decision-making and school events to build trust and shared ownership of student success.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Attendance Data Survey Data - CHKS, Culture and Climate	<p>Edison's chronic absenteeism rate was 10.4%, with higher levels among subgroups: English Learners = 13.5% Socioeconomically Disadvantaged = 14.2% Students with Disabilities = 13% Hispanic = 13.6%</p> <p>CHKS Students: -Meaningful participation - 50% -Called names at school - 50%</p> <p>Parents: -Student opportunities for meaningful participation - 50% -Teacher communication about student progress - 62%</p> <p>Climate and Culture -Students enjoy learning - 49% -Classes are challenging - 55% -I see how subjects relate - 67% -I see how learning relates to outside - 64% -I see how learning relates to my future - 57%</p>	<p>By the end of the 2025-2026 school year, Edison will maintain a chronic absenteeism rate of no more than 10% overall and decrease levels in each subgroup to no more than 12%.</p> <p>Scores on the following metrics on the CHKS and Climate and Culture Survey will increase by 5% for students to be:</p> <p>CHKS -Meaningful participation - 55% -Called names at school - 55%</p> <p>Climate and Culture -Students enjoy learning - 54% -Classes are challenging - 60% -I see how subjects relate - 72% -I see how learning relates to outside - 69% -I see how learning relates to my future - 63%</p>

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/Activity #	Description	Students to be Served	Proposed Expenditures
3.1	<p>ATTENDANCE</p> <p>We will strengthen relationships with families and increase student belonging through consistent communication and engaging school-based activities that foster connection and regular attendance. These are listed in our STUDENT AND FAMILY ENGAGEMENT sections below.</p> <p>In addition to increasing our sense of belonging and communication, we will monitor attendance</p>	All students	Cost is in Student and Family Engagement sections

	using ATTEND. Our assistant principal will reach out to families with attendance issues to better understand the obstacles and support families in creating a plan to improve attendance. We will include attendance policies in our newsletter to ensure they are informed.		
3.2	SAFETY - Campus Monitors Campus Monitors - To enhance campus safety, we will increase the number of campus monitors, particularly at the Kansas Avenue Gate during arrival and departure times. Due to ongoing traffic and safety concerns, we will adjust employee schedules to add a second monitor at the gate and collaborate with the PTA to recruit and train parent volunteers to assist.	All students	11,500 Parent-Teacher Association (PTA) 2000-2999: Classified Personnel Salaries Salary for gate monitors before and after school
3.3	SAFETY - Supervision Training Campus Monitors: The assistant principal will provide training for supervision staff before school starts, including best practices for keeping students safe and resolving conflicts. Supervision staff will stay an extra 3 hours after the all-staff meeting before school starts to be trained. They will be paid an hourly rate. Parent Volunteers: The Assistant Principal will provide training for parents who would like to help with supervision on best practices for keeping students safe and resolving conflicts. This will occur at a time that is convenient for all parties. The principal will post volunteer opportunities in El Semanario.	All students	1,000 Site Formula Funds 2000-2999: Classified Personnel Salaries Campus Monitor Training
3.4	SAFETY - Supplies Each year, we need to refresh our safety supplies to ensure we have fresh food and water and any other supplies needed to keep our community safe.	All students	5,000 Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Purchase safety supplies
3.5	SUPPORT SOCIAL EMOTIONAL LEARNING - PD As part of our district PD wheel teachers will receive professional development on Social Emotional Learning, including the SEL standards, how to use Second Step, Neurodiversity, and MTSS.	All students	No cost - district funded
3.6	SUPPORT SOCIAL EMOTIONAL LEARNING - Read Alouds The school will form an SEL committee who will be tasked with finding read alouds to support the Second Step lessons and reinforce skills for students.	All Students	3,000 Title I 4000-4999: Books And Supplies SEL Books
3.7	SUPPORT SOCIAL EMOTIONAL LEARNING - Mental Health Team	All Students	

	The Mental Health Team consisting of our school psychologist, school counselor, principal, and interns will meet bi-weekly to discuss needs and plan supports. Supports can include student individual or group services, classroom presentations, family contact, or family workshops.		No cost
3.8	<p>SOCIO-CULTURAL COMPETENCE</p> <p>Through continued arts education, students will have joyful experiences at school, learn about different cultures, and develop skills and an appreciation for the arts. By performing together, they build a sense of empowerment and belonging. To do this, we will fund or continue the following activities:</p> <p>*Dance Teacher: 10-week session for students in 1-3 *Dance Teacher: 10-week session for students in 4-5 (funded by district through SMC) *Choral Music in Spanish: all year for students in PreK-2 *General and Instrumental Music: all year for students in 3-5 (funded by district) *Theater Arts in Spanish: One semester for students PreK-5 (funded by district through PS Arts) *Visual Arts in Spanish: One semester for students PreK-5</p>	All Students	5,000 Arts and Music In Schools Funds 5800: Professional/Consulting Services And Operating Expenditures Dance Teacher 21,000 Arts and Music In Schools Funds 5800: Professional/Consulting Services And Operating Expenditures Spanish Music Teacher 20,000 Arts and Music In Schools Funds 5800: Professional/Consulting Services And Operating Expenditures Visual Arts Teacher
3.9	<p>STUDENT ENGAGEMENT</p> <p>To enhance student voice and connection by expanding inclusive, interest-based activities during school that reflect diverse identities and promote joy in learning, ensuring that all students feel seen and valued we will continue to provide:</p> <p>*PBL *High-Interest Assemblies *High-Interest Field Trips *Lunch Activities: Art Cart, Chess Club, Garden Club, Mathletes *Story Pirates (4th) *Young Storytellers (5th) *Bilingual Career Day *Student Leadership *Kindness and Justice Challenge *Posters/Artwork/Murals that connect to kids *PE Equipment</p>	All Students	12,000 Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures High Interest Assemblies 8,500 Parent-Teacher Association (PTA) 0000: Unrestricted High Interest Multicultural Field Trips 1,000 Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Art Cart and Chess Club Supplies 1,000.00 Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Student Leadership: Certificates and awards, mascot materials, spirit days 5,000

			Site Formula Funds 4000-4999: Books And Supplies Materials for Poster, Printing, Paint 10,000 Site Formula Funds 5800: Professional/Consulting Services And Operating Expenditures Artist fees to restore old murals and paint new one 1,000 Parent-Teacher Association (PTA) 4000-4999: Books And Supplies PE Equipment Refresh
3.10	STUDENT ENGAGEMENT To enhance student voice and connection to the school through creative endeavors that support the school culture, we would like to offer an afterschool GRAPHIC DESIGN CLASS to our 4th and 5th graders. Starting from the understanding and development of audiovisual language, students will be able to express their ideas, write them, and adapt them to media such as Flyers, videos, posters, etc. that will be distributed within Edison. The goal is for their work to be aligned with the school's communication needs: promoting a festival, commemorating an important date, highlighting school values, etc. The course will thus follow the dynamics of the academic year, allowing students to appreciate the work behind crafting a message with a positive impact on their own community.	4th and 5th graders will participate in the class, but all students will benefit from the student centered communication	5,000 Arts and Music In Schools Funds 5800: Professional/Consulting Services And Operating Expenditures Graphic Design Teacher
3.11	FAMILY ENGAGEMENT To expand two-way communication and collaboration with families, we will offer multilingual, accessible engagement opportunities and actively involve parents in decision-making and school events to build trust and shared ownership of student success. We will continue with the following activities: *Regular bilingual communication through Parent Square, El Semanario, Room Reps, PTA, and Social Media *Volunteer training 3 times/year *Wednesday morning meetings in the library: PTA, ELAC, Coffee with the Principal and Experts, Cafecito *Community building events (Fall Festival, Movie Nights, Jogathon, Fiesta Familiar, Noche de Cesar Chavez, Multicultural Festival, student performances)	Families of All Students	3,000 Title I 1000-1999: Certificated Personnel Salaries Funding for extra hours for teachers to plan and deliver workshops 1000.00 Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Materials and Supplies for parent workshops 1,000 Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Hospitality for parent workshops and meetings 5,000.00 Title I

	<p>*Extra hours for BCL to conduct outreach to parents and assist with recruitment, admission, and onboarding of new families.</p> <p>We will add the following activities: *Family Literacy and Math Nights that are relational, interactive, collaborative, developmentally appropriate, and linked to learning. These events will not only provide students and parents with knowledge about the subject and ways to support it at home, but also develop a joy for learning. *Bulletin boards in the front and back of the school to reach families that may not be as comfortable with digital communication.</p>		<p>2000-2999: Classified Personnel Salaries Extra hours for Community Liaison to assist with recruiting, language screening and assisting new applicants to the school. 1,000 Title I 4000-4999: Books And Supplies Recruitment Materials - Flyers, banners 1,000 Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Purchase bulletin boards for front and back of school 5,000 Title I 4000-4999: Books And Supplies Family Literacy and Math Nights</p>
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Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

We implemented all strategies in this goal except for summer training for Second Step. We find that, in general, staff do not want to attend training during the summer. Our arts education was well received by both students and parents and we will continue that in the upcoming year. It was very helpful to have extra campus monitor to pay for before and after school support, but we are still struggling with adequate supervision since we lost two full time PE coaches. Ten parents attended CAFE and found it to be very beneficial.

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

We didn't use the summer training money.

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.

This year, we will move the substitute money for parent meetings to goal 1 and increase the time to allow for collaboration with special education and general education. We will add a Family Literacy and Math Night to involve parents and increase engagement and support in this academic areas. We will also add a graphic design class that will provide students the opportunity to be involved in designing our flyers and promotional materials.

Goals, Strategies, & Proposed Expenditures

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

Goal 4

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
4.17			

Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.



Goals, Strategies, & Proposed Expenditures

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

Goal 5

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
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Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
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Annual Review

SPSA Year Reviewed: 2024-25

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 left blank and completed at the end of the year after the plan has been executed.

Analysis

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

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

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.

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$389,520.00
Total Federal Funds Provided to the School from the LEA for CSI	\$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation (\$)
Title I	\$189,068.00
Title I Parent Involvement	\$5,000.00

Subtotal of additional federal funds included for this school: \$194,068.00

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 (\$)
Arts and Music In Schools Funds	\$51,000.00
District LCAP Funds	\$9,714.00
Parent-Teacher Association (PTA)	\$52,600.00
Restricted Lottery	\$15,000.00
Site Formula Funds	\$31,453.00
Stretch Grant (Ed Foundation)	\$35,685.00

Subtotal of state or local funds included for this school: \$195,452.00

Total of federal, state, and/or local funds for this school: \$389,520.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	815.61	815.61
District LCAP Funds	10,000	286.00
Site Formula Funds	34,754	3,301.00
Stretch Grant (Ed Foundation)		
Title I 2023-24 Allocation		
Parent-Teacher Association (PTA)		
Other		

Expenditures by Funding Source

Funding Source	Amount
Arts and Music In Schools Funds	51,000.00
District LCAP Funds	9,714.00
Parent-Teacher Association (PTA)	52,600.00
Restricted Lottery	15,000.00
Site Formula Funds	31,453.00
Stretch Grant (Ed Foundation)	35,685.00
Title I	189,068.00
Title I Parent Involvement	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
0000: Unrestricted	8,500.00
1000-1999: Certificated Personnel Salaries	122,282.00
2000-2999: Classified Personnel Salaries	17,500.00
4000-4999: Books And Supplies	99,385.00
5000-5999: Services And Other Operating Expenditures	30,653.00
5800: Professional/Consulting Services And Operating Expenditures	111,200.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
5800: Professional/Consulting Services And Operating Expenditures	Arts and Music In Schools Funds	51,000.00
1000-1999: Certificated Personnel Salaries	District LCAP Funds	9,714.00
0000: Unrestricted	Parent-Teacher Association (PTA)	8,500.00
2000-2999: Classified Personnel Salaries	Parent-Teacher Association (PTA)	11,500.00
4000-4999: Books And Supplies	Parent-Teacher Association (PTA)	20,600.00
5800: Professional/Consulting Services And Operating Expenditures	Parent-Teacher Association (PTA)	12,000.00
4000-4999: Books And Supplies	Restricted Lottery	15,000.00
2000-2999: Classified Personnel Salaries	Site Formula Funds	1,000.00
4000-4999: Books And Supplies	Site Formula Funds	19,800.00
5000-5999: Services And Other Operating Expenditures	Site Formula Funds	653.00
5800: Professional/Consulting Services And Operating Expenditures	Site Formula Funds	10,000.00
4000-4999: Books And Supplies	Stretch Grant (Ed Foundation)	22,485.00
5800: Professional/Consulting Services And Operating Expenditures	Stretch Grant (Ed Foundation)	13,200.00
1000-1999: Certificated Personnel Salaries	Title I	112,568.00
2000-2999: Classified Personnel Salaries	Title I	5,000.00
4000-4999: Books And Supplies	Title I	21,500.00
5000-5999: Services And Other Operating Expenditures	Title I	30,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	20,000.00
5800: Professional/Consulting Services And Operating Expenditures	Title I Parent Involvement	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	247,306.00
Goal 2	15,214.00
Goal 3	127,000.00

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
Jeanne Braun Chairperson	Parent or Community Member
Constanza Murcia, Vice Chair	Classroom Teacher
Karina Tejeda de Leon, , Secretary	Classroom Teacher
Maribel Cachu Rios	Classroom Teacher
Jessica Hernandez	Other School Staff
Erin Tricker	Parent or Community Member
Nathan Gurvitch	Parent or Community Member
Evelyn Valle	Parent or Community Member
Heidi Aimonetti	Parent or Community Member
Elizabeth Ipina	Principal

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

Recommendations and Assurances

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

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

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

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

Signature

Committee or Advisory Group Name



English Learner Advisory Committee



Other: Edison PTA, Kim Bartholemew 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 May 12, 2025.

Attested:



Principal, Elizabeth Ipina on May 30, 2024

SSC Chairperson, Jeanie Braun on May 30, 2024

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 (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code (EC)* Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

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 local educational agency (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* 64001(g)(1), 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: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

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

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

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:

Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:

Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. 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 Educational Partner 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:

This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

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

Additional ATSI Planning Requirements:

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

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:

When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:

When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:

Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

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.

Additional CSI Planning Requirements:

When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA’s LCAP.

Additional ATSI Planning Requirements:

When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

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:

- **Specific,**
- **Measurable,**
- **Achievable,**
- **Realistic, and**
- **Time-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.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

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 Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI 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.

Additional CSI Planning Requirements:

When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:

Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.

Complete the table as follows:

- **Strategy/Activity #:** Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- **Description:** Describe the strategy/activity.
- **Students to be Served:** Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- **Proposed Expenditures:** List the amount(s) for the proposed expenditures. 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 *EC* 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.
- **Funding Sources:** List the 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.

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

Additional CSI Planning Requirements:

- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement 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.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

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

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal 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.

Goal 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.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between 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.

Note: If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI 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 planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- 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 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.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible 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.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

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

- **Total Funds Provided to the School Through the ConApp:** 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 funds from its LEA for CSI should complete the Budget Summary Table 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 for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

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 Schoolsite Council (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).
 - 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.
 - ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
 - 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 LEA (may include funds allocated via the ConApp, federal funds, and 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 Educational Partner 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: 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 64001 et. seq.

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

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

Comprehensive Support and Improvement

The LEA shall partner with educational partners (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 (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);
2. Include evidence-based interventions (*Sections: 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/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf>);

Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (*Sections: 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 (*Sections: 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.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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 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 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.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/csi.asp>
- **CSI Webinars:** <https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp>
- **CSI Planning Summary for Charters and Single-school Districts:**
<https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp>

Additional Targeted Support and Improvement

A school eligible 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 (*Sections: 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 Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible 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.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab):
<https://www.cde.ca.gov/sp/sw/t1/tsi.asp>
- ATSI Planning and Support Webinar:
<https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf>
- ATSI Planning Summary for Charters and Single-school Districts:
<https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp>

Appendix C: Select State and Federal Programs

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

- Programs included on the ConApp: <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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