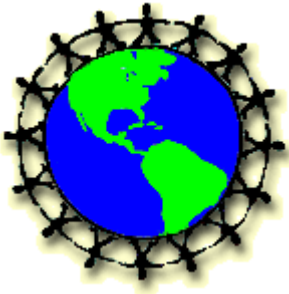


School Year: **2023-24**



# School Plan for Student Achievement (SPSA) Template

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

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Edison Elementary School (also known as Edison Language Academy)	19 64980 6022545	May 31, 2023	June 29, 2023

## Purpose and Description

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

Schoolwide Program

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

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

LCAP Goal 1: To prepare elementary school students to be ready for college and career after high school and to make sure they are socially just, by ensuring that all teachers provide rigorous, standards-based instruction at each grade level using best instructional practices and working to improve student outcomes and close achievement gaps. The Edison SPSA is designed to: 1) Support strong Tier I instruction in ELA, SLA, and Math, paired with differentiated instruction in the classroom supported by providing professional development and supporting professional learning communities; 2) offer intervention as needed help vulnerable students meet grade level standards in reading each year; 3) Support teachers with coaching and professional development to use the Social Justice Standards and best dual immersion practices to provide instruction; 4) Offer parent support to raise achievement and improve student and family engagement.

LCAP Goal 2, To provide a rigorous and standards-based program for English Learners including both designated and integrated ELD to increase the percentage of students in 3rd through 5th grade who advance on the ELPAC, achieve grade level standards in English and meet reclassification criteria by the end of 5th grade by providing professional development for teachers, opportunities to work together in professional learning communities (PLCs), and by offering intervention support for lagging learners.

LCAP Goal 3 -- To provide all students and families the opportunity to learn in a safe, well-maintained school that is culturally responsive and conducive to 21st century learning. As a part of the dual immersion model, Edison strives to help all students become socio-culturally competent, with a focus on the cultures of the Americas. This means helping diverse students value each other and learn to work through cultural and learning differences and grounding our work in SMMUSD's Social Justice Framework. In addition to school safety, the Edison SPSA supports: 1) Effective social-emotional education as a core part of instruction; 2) Work on problem solving and dispute resolution strategies (using mindfulness, self regulation, and anti-bullying strategies); 3) Strong and positive classroom management systems (using Responsive Classroom); 4) Support for productively involving parents; and 5) Providing culturally relevant art, music and theater instruction and community cultural activities that reflect the cultures of the Americas.

# Comprehensive Needs Assessment Components

## Data Analysis

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

## Surveys

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

The 2023-2024 SPSA is informed by academic data from a diagnostic assessments from 2022-2023 and summative data from the 2021-2022 CAASPP. The needs assessment for this SPSA is also informed by data from the California Healthy Kids Survey (CHKS), the Hanover District survey on School Climate, the Edison Family Survey, and a school-based survey completed by Edison faculty. In addition, information gathered during regular parent meetings and the formal recommendations from the Edison ELAC, and the Edison School Leadership Team round out the picture of areas of strengths and need. Information from the needs assessment is shared during public parent meetings and posted on the Edison website. The Olweus Anti-Bullying Survey will not be conducted until later in May this year and 2022-2023 CAASPP data will be available in summer of 2023. If these two assessments yield novel findings, Site Council will review and propose any necessary adjustments to the final SPSA prior to implementation in school year 2023-2024.

2022 California Healthy Kids Survey (CHK) data are based on responses from over 80% of Edison's 5th graders, 68 parents and 21 staff members. Hanover respondents included 38 4th and 5th graders, 14 staff members, and 59 parents. 76 parents responded to the Edison family survey (with 27% of respondents being families of English Learner students). With the relatively small number of parent responses and the limitation of students to 5th grade (CHKS) and 4th and 5th (Hanover survey), there is the danger of under- or over-amplification of some voices, but there were some consistent themes across the surveys.

Survey data from the California Healthy Kids Survey (CHKS), SMMUSD's Hanover School Climate Survey, and Edison's own Family Survey, indicated very high rates of satisfaction with safety, engagement, expectations, and school supports. 98% of respondents on the Hanover Survey reported that classroom environments at Edison support student learning, 92% found that the overall quality of education is high; and 92% reported liking the school. On Edison's parent survey, of 57 responses to an open-ended question asking for the three best things about Edison, 52 responses were about Edison's inclusive, diverse and supportive community and commitment to social justice, 50 wrote about Edison's strong, caring and committed staff (teachers, administration, office and enrichment and support staff, after care staff); 41 wrote about strong academics (the immersion program, rigor, curriculum)

Similarly positive school ratings were found on the CHKS, which also showed growth from Edison's 2020 CHKS results in nearly all areas, with higher positive ratings than both the state and SMMUSD overall. It should be noted that these surveys are based on different cohorts of 5th grade students and most likely different parents, but there were high ratings on both surveys for several important dimensions of school engagement and support. In 2022-2023, 87% reported feeling connected to school (up from 80% in 2019-20). 92% reported being academically motivated, (88% in 2019-20); 86% perceived that there were caring adults at school and (78% in 2019-20), and 93% believed that adults at school held high expectations for them (83% in 2019-20). (compared to 80% of state respondents and 86% (80% in 2019-20) reported that their school had adequate social emotional learning supports (compared to 76% statewide). 86% (76% in 2019-20) of Edison students reported an anti-bullying climate; the same percentage as statewide. The only area of decrease from 2019-20 to 2022-2023 was in the percentage of students who reported high levels of parental involvement -- 82% (85% in 2019-20). This may reflect the fact that in 2019-20 parents were involved in overseeing distance learning at home, but it is also consistent with other survey data indicating that parents perceive that there was less involvement in school this year.

Edison's responses were also higher than SMMUSD's district-level responses on every positive indicator and lower on those indicators of school problems (cyberbullying, calling mean names, bullying, physical aggression, etc.). Several areas that were the focus of the previous SPSAs based past year's data that showed good gains in this year's data, including increasing understanding by parents and students of school rules and discipline policies, involving students in setting rules, and increasing student engagement and active participation in learning. Previous year's survey data had indicated room for growth in the number of students and parents who indicated that they were clear on school rules and only 42% of students on the 2019-2020 CHKS reported meaningful involvement in school. While this percentage was above the state results that year, it was unacceptably low for a school where active engagement is needed for second language learning, so we took on these areas. This year, the percentage reporting meaningful involvement in school moved to 58% (compared to 43% of 5th grade students in SMMUSD). Further 92% of respondents on the CHKS reported that there was rule clarity at the school, 94% reported that students felt safe at school, 87% reported an anti-bullying climate, 86% reported that there were SEL supports at school, and 74% reported that students were treated

fairly when they broke rules. These percentages were all gains over 2019-2020 reports and were higher than rates for 5th graders districtwide.

## Classroom Observations

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

The principal conducts regular informal classroom observations and walk throughs to observe instruction and also conducts formal observations of specific lessons as part of the teacher evaluation process (about a quarter of the staff each year are on the formal observation cycle). The assistant principal evaluates some of the teachers on the evaluation cycle. In 2022-2023 we conducted two formal learning walks – one involving the Principal, Assistant Principal, and Academic Coach and the other adding the SLT representative from each grade level to allow teachers to look at vertical articulation. We also hosted two visits from other educators wanting to observe an established dual immersion elementary school and the principal accompanied both groups on their visits to a group of vertically-articulated classrooms. We hosted a group of program directors from Colorado starting new dual language program, and a visit from teachers in SMMUSD middle school immersion program. After learning walks and outside visits, staff are provided with feedback letters highlighting what was observed.

During regular informal instructional rounds, the principal looks for appropriate use of dual immersion methodology, classroom management systems and interactions that are effective, fair and compassionate, standards-based lessons with clear language and content objectives, and content instruction that reflects school instructional goals and professional development. This year we also looked for evidence of our schoolwide School Improvement Plan (SIP) strategy of implementing structures to promote student engagement as part of lessons, specifically: think-pair-share, gallery walks, and quick-writes. These strategies were in evidence in all classrooms.

Findings from both informal and formal observations indicate that all staff appropriately use most key dual immersion methodology -- maintaining strategic separation of the languages, front-loading academic vocabulary, providing scaffolded language support for students, having both language and content goals for lessons, developing key academic vocabulary, and providing frequent supported opportunities for students to develop oral language skills. Staff are skilled at using such structures as structured turn and talk, pair/share, jig-saw and other cooperative learning techniques and regularly provide sentence frames to support language development (in both languages). Staff use Thinking Maps and other graphic organizers to help students develop a shared visual language for learning, pair auditory and visual input, and clearly articulate the goals and expectations of the lesson in language that students can understand. Observations also indicate the use of math warm ups (but inconsistently across classrooms), use manipulatives, teaching multiple strategies to visualize and solve math problems, and a framework of Cognitively Guided Instruction (CGI). Teachers are using the district adopted core materials and approved supplements, and are providing students with access to both grade level and leveled text with students. Instructional assistants are almost exclusively used to staff small group work and provide additional support to students who need small group support. There is also consistent evidence that teachers make modifications and accommodations to instruction and work products to support the needs of students with IEPs, 504s, and those who receive Tier III reading interventions. Interventions for Tier II students are less visible and will become even more important in 2023-2024 as the number of Tier III students shrinks and the number of Tier II students rises.

Observations and Learning Walks revealed that upper grade teachers are using Google Classroom and some primary teachers continue to use See Saw to create learning tasks that students could complete and turn in on line during times of Covid quarantine or illness. Because of social distancing requirements and the difficulty of off-campus field trips for much of the year, teachers also continued to find and use resources for on-line field trips to enrich instruction. We saw evidence of regular use of the adaptive software programs that the school purchases to meet children at their own learning level and move them forward in math and reading (Kid Biz, Raz Kids, Lexia Core 5, and ST Math) and the district purchased math program Dreambox.

Finally, there was evidence of some practices developed during distance learning that have enhanced horizontal articulation and information to parents. Several grade levels continue to co-create shared lessons and/or departmentalized instructional planning. This had both educational and practical benefits because when a teacher became ill and bilingual substitutes were in short supply, his or her students could access the same instruction as being used in other classes. Teachers also continued the weekly practice of sending a weekly letter to parents with a preview of instructional objectives and activities to keep parents more deeply informed about what students are learning in the classrooms. All teachers copied administration on these newsletters for review and sometimes feedback.

## 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 administers a variety of state and local assessments to assess educational needs, monitor progress and adjust instruction. The district has adopted the Star assessments as the official diagnostic assessments and administers them in fall, winter and spring.

Students in Grades 3-4-5 take the CAASPP assessments: English Language Arts, Mathematics and Spanish Language Arts and 5th graders take the California Science Test. There are currently no students whose IEPs require them to take the California Modified Assessment, but many students with IEPs and 504 plans have testing accommodations to help them access the CAASPP. CAASPP data are summative and are available for analysis at the beginning of each school year to help grade levels set general directions to address weaknesses detected in the last school year. CAASPP scores also can qualify students for initial intervention programs and are used as one measure of academic proficiency to measure the progress of English Learners. CAASPP results are shared with staff and families at the beginning of the year, disaggregated by major Edison subpopulations and are used in setting schoolwide goals and priorities.

However for on-going diagnosis of student instructional needs and progress monitoring, Edison administers the Star Early Literacy Assessment in Spanish in K and 1, the Star Spanish Reading assessment in grades 1-5, the Star Early Literacy Assessment in English in grades 1 and 2, the Star English Reading Assessment in grades 2-5, the Star Mathematics assessment in Spanish in K-5 and the Star Mathematics assessment in English in grades 3-5. Edison's 3-4-5 grade students took the mathematics assessment in two languages this year because we were comparing results to see if students did better on the Spanish math assessment because math instruction is delivered in Spanish. However, by the spring administration, we discontinued the use of the Spanish assessment in the upper grades since the norming population for the two assessments was so different that it was not felt to yield reliable information and did not warrant having the students take the extra assessment. After each administration of the Star, results, disaggregated by subgroups whenever possible, were shared with the faculty and analyzed for both schoolwide and grade level trends. Each grade level team also reflected on assessment scores and what adjustments to instruction might be warranted at the class and grade level.

Third-fifth graders also take the CAASPP Interim Assessment Blocks (IABs) 3x per year to measure student growth in English reading/language arts and mathematics. Results, disaggregated by grade level and subgroups are shared with faculty and families and also inform instructional and adjustments plans in classrooms. Edison used a similar process of grade level analysis, reflection, and adjusting instruction for the IABs.



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

Edison also administers 1:1 reading assessments twice a year in English and/or Spanish depending on the grade level (K-1 is Spanish only and 2-5 use both Spanish and English assessments). These data are used to help guide teachers in placing students with texts of appropriate complexity for independent and guided reading. These assessments are also used as an additional measure of need for reading intervention and for progress monitoring and adjusting the complexity of leveled text provided to students. These assessments are also used to modify the composition of small groups. Reading intervention and ELD intervention programs work in 6-8 week cycles, assessing and adjusting groups as needed. All 2nd and 3rd grade teachers use the SIPPS curriculum in classes to provide the English phonics and word work instruction that does not occur in K-1 in English in dual immersion programs. Assessments after the first cycle paired with the independent reading level determine which students continue with this program in an intervention smaller group setting and which are ready to exit the program. Teachers make sure of assessments that come with the reading and math adoptions to determine level of mastery and need for re-teaching or modification. They also regularly design "exit tickets" as a quick way for students to demonstrate independent mastery of a concept that may have been practiced in a group setting, and will also use Quickwrites to a prompt to assess comprehension of a reading or content task.

## Staffing and Professional Development

### Status of meeting requirements for highly qualified staff (ESEA)

Edison teachers meet the requirements for highly qualified staff under ESEA. All Edison teachers hold BCLAD or equivalent California teaching credentials and have had prior experience teaching in dual immersion programs. During the 2022-2023 school year, we had two new teachers -- each of whom hold masters degrees in education and appropriate California bilingual teaching credentials. Instructional Assistants continued to meet ESEA criteria as being highly qualified and all have passed district language proficiency exams.

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

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

The Edison School Leadership Team (SLT) also functions as the Site's Professional Development Committee. The SLT includes a teacher leader from each grade level K-5, the Instructional Coach/Language and Literacy Interventionist, the Math Teacher Leader, and the principal. The SLT developed a professional development plan for 2022-2023 at the beginning of the school year and was shared with the full faculty. Approximately three-of-four banked time days each month (1.5 hours per week) are divided between staff meetings, professional development and work for grade level PLCs. One in four banked time days are reserved by contract for teachers to use as a professional day according to their individual needs.

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

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

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

In 2022-2023, cuts in central office funding for Academic Coaches, meant that the district elected not to fill the Academic Coach position left open when the prior year's coach accepted an Assistant Principalship at other schools. Instead, SMMUSD's Education Services department offered to split Edison's Language and Literacy Intervention (LLI) position between the 2021-2022 LLI and the school's part-time reading interventionist funded by Edison's Title I program. Last year's LLI became 50% Academic Coach and 50% LLI and the Title I reading interventionist's hours were increased to a .8FTE position to cover part of the caseload the LLI would have served.

In her .5 FTE position, the Academic Coach. She supported teachers with effective strategies for implementing district curriculum, incorporating social justice standards, and assessing student progress and using data to drive and differentiate instruction. She also oversaw the meetings of many of the grade level Professional Learning Communities (PLC) and provided staffing support to the School Leadership Team (SLT), led Lesson Links, and assisted with professional development. Edison also has a Math Teacher Leader (MTL) who assists the SLT and is available to provide demonstrations of effective instructional practices for mathematics teaching. Both the LLI/Coach and the MTL serve on the School Leadership Team. Different SMMUSD Central Office staff are available to support professional development in the areas of math and cognitively guided instruction, project-based and blended learning, social justice standards, social emotional learning, and technology.

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

Edison's daily schedule and professional development time are designed to facilitate grade-level collaboration. There are three classes at each grade level from K-5th grade and all have common planning and prep time each day. Our one TK teacher has common planning time with Kindergarten teachers. She, along with Edison's Preschool Teacher are part of SMMUSD's Early Learning Pathway and are supported by a coach and meetings with other teachers in the pathway. Time is also provided at the beginning of the year and periodically during the year for common grade level planning, identifying SMART Goals and power standards, and for the collection and analysis of common assessment data. Approximately every six weeks during banked time, grade level teams meet to review student data and talk about how to fine tune Tier II interventions and differentiate core instruction for the needs of all learners. Further, Edison's School Improvement Plan (SIP) designates approximately 140 minutes of banked time and all music time for grades 3-4-5 (since music teachers are credentialed, classroom teachers do not need to support music classes) for grade level work as Professional Learning Communities (PLCs) for a total of 7-10 meetings per month. Compensated after school time is provided for grades K-1-2 so that those teachers can meet a total of 3 times per month as PLCs. In order not to take away instructional time, all PLC meetings take place at times when teachers are not expected to be delivering classroom instruction. Finally, the school designates the last inquiry cycle during the school year for curriculum mapping and planning by grade level for the following year to promote horizontal articulation,

## Teaching and Learning

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment. Grade level curriculum mapping sessions at the end of each year are also designed to ensure that all classes at a grade level are focusing on the same core and high leverage standards, using common core and supplementary materials, and aligning grade level projects.

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

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

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

Edison staff work from district and site curriculum maps and pacing plans, modifying them as needed to fit the needs of an immersion program. The school master schedule is built to allow for daily common planning time at each grade level. To the extent possible, Bilingual Instructional Assistant (BIA) schedules are coordinated so that they occur during instructional blocks for literacy or math and so all classes at a grade level have common BIA time. Spanish and English reading intervention teachers coordinate push-in and/or pull-out services in reading so that students are also present for core literacy instruction by teachers unless they are providing Tier III replacement instruction. To the extent possible, all classes at a grade level try to have key academic blocks at the same time so that Specialized Academic Instruction (SAI) instruction can be coordinated with general education instruction so students with IEPs do not miss the core classroom instruction that they can access. When possible students with IEPs are served with a combination of push in and pull out services. When possible, additional instructional assistant time is provided to assist during intervention blocks and/or classes heavily impacted with Tier III students

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

The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in Math and Reading/ Language Arts (RLA)/English language development (ELD) in every classroom with materials for every student, including ancillary materials for universal access. Because Edison is a Dual Immersion program, the district also provides an adopted and standards aligned reading curriculum in Spanish and provides the adopted math, social studies, and science materials in Spanish at the grade levels where instruction is provided in these content areas in Spanish. In 2022-2023, SMMUSD began implementing newly adopted NGSS-aligned Science and Social Studies curricula. Professional development time was dedicated before and during the school year to provide district professional development time to supporting teachers in learning to use these new materials. The school/district provides RLA/ELD intensive intervention programs and materials in grades three, four and five. Edison purchases reading intervention materials aligned to the Spanish reading/language arts adoption in Spanish for intervention classes for K-1-2. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student. After a year of piloting two different programs for English phonics instruction in 2nd and 3rd grade, Edison settled on the primary use of the SIPPs program in 2nd and 3rd grades and developed a scope and sequence for skills in these areas to be taught in these two grade levels. This is important because, due to the dual immersion model, reading in English is not formally introduced until 2nd grade and the time available for instruction in English in 2nd grade (20%) and 3rd grade (30%) is limited. These grades need to address the phonics instruction in English that in all-English programs is provided in grades K-3 and have developed an accelerated scope and sequence and intensive program to do so. The district also provides adopted instructional materials for its special education programs, including assistive technology.

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

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

## Opportunity and Equal Educational Access



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

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

However, recognizing the fact that children acquire a second language, and develop math and reading skills at different rates, the district and the school also have invested resources to offer and strengthening Multi-Tiered Systems of Support to enable underperforming students to meet standards. We invest resources in supporting Professional Learning Communities (PLC) structures to make the collection and analysis of student data a regular part of the school program. Substantial "banked time" for professional development is also devoted to providing professional development and to time for grade level PLCs to plan evidence-based lessons, implement, and assess the outcomes.

District protocol is to formally conference with parents of all students at least once per year and the district calendar is designed to provide a pupil free day and several minimum days so that teachers can conference with all parents. During these conferences, Edison asks teachers and parents of students who are not yet achieving standards to develop academic improvement plans with specific things that will happen at school and at home to help accelerate progress. These plans are monitored with periodic meetings with parents and teachers to provide follow ups and adjustments. When these academic improvement plans are not working as intended, we turn to our Student Success Team (SST) and involve other specialists in the review and revision of a success plan. A follow up SST meeting is called when the plan is not resulting in student growth and counseling or assessment for possible learning disabilities may be added to the plan. Most intervention resources are invested in strengthening students as readers and writers in both languages. The school allocates resources so that teachers can be part of these meetings and so meetings can be scheduled twice a month.

To supplement what can be done in Tier I instruction in the regular classroom, for many years Site Council has used funds from Title I to supplement services provided by the district-funded Language and Literacy Interventionist (LLI). The district-funded LLI would provide support to Tier III students lagging in English reading in grades two and three by offering targeted small group instruction and support for children in danger of becoming long-term English learners (LTELs) in grades 3-4-5. With Title I funding, Edison provided a part-time Spanish reading intervention teacher provide Spanish reading intervention for students in 1st and 2nd grade – and in the spring, Kinder. This early intervention in Spanish is particularly important in a dual language program because the literacy skills students build in Spanish form a common underlying proficiency of skills that are highly transferrable to English reading. EL students who have poorly developed native language literacy generally have lower reading scores in English. Additionally, an adequate baseline of Spanish literacy skills is needed for students to access grade level instruction in other key content areas taught in Spanish including math, science, and social studies. Edison has also used some its district allotment of Bilingual Instructional Assistants, to support the reading intervention programs and stretch services to serve some Tier II students who were not progressing, and to provide after school tutorial support to struggling Tier II 4th and 5th grade students who are not covered by the district's after school tutorial program.

## Evidence-based educational practices to raise student achievement

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

## Parental Engagement

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

Edison provides a variety of services targeted to support under achieving students and leverages district other community resources to help parents be active partners in improving student achievement. The district provides Edison with a full-time bilingual community liaison to inform, support, and involve parents. The City of Santa Monica provides a school counselor through Family Services of Santa Monica for short- and longer-term student and family counseling. Funding through Edison's SPSA has provided several workshops each year targeted to increase parent understanding of behaviors and conditions that affect school function (ADHD, Anxiety, etc.) Family Services of Santa Monica provides workshops and parenting classes in both languages to support families with parenting skills. The School's ELAC offers monthly parent meetings that provide information about parenting, partnering with the school, understanding the process of language acquisition, holding effective parent conferences, understanding report cards, etc. While opportunities for on-campus parent volunteers were still somewhat limited this year given all the Covid health and safety protocols and the requirement that classroom volunteers be Covid vaccinated, in past years Edison has had approximately 250 trained and screened parent volunteers to assist teachers. Our partners at Virginia Avenue Park host many programs and workshops that especially target low-income families and the school advertises those events.

All school communications go out in both Spanish and English. These include a weekly newsletter and weekly letters from classroom teachers – both of which are rated on the annual Edison Family Survey as the most frequent way that parents get news about school. Meetings are also conducted in both languages and presentations and minutes that are posted are translated into Spanish and English. Parents are offered the opportunity to attend PTA meetings on-line or in person. ELAC has chosen to meet in person, while Site Council members meet on line with members of the public welcome to join on zoom to monitor meetings and/or address the Council.

We are tweaking our volunteer training protocols to offer more sessions including a self-guided tutorial in the coming year. If district requirements for classroom volunteers continue to include that parents be current with Covid vaccinations, we will also look for some other volunteer opportunities that do not involve direct contact with students (shelving books in the library, preparing instructional materials, helping with traffic and safety, etc.). This year parents were very involved in reading to students as part of Read Across America and contributed (both via in-kind services and directly financially) to events that raised funds to support students.

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

n/a

## Funding

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

SMMUSD and Edison provide many resources to directly assist under-achieving students in a school-wide MTSS Program. The district has provided support for a campus-based part-time Instructional Coach, and the equivalent of a full-time Language and Literacy Interventionist. Through Edison's Title I program, the school also has been able to allocate site funds to hire a part-time Spanish Reading Intervention Teacher. With Title I and Stretch Grant Funds, the school also has subscribed to on-line learning resources designed to help close achievement gaps. Edison subscribes to programs that can be used to both remediate and accelerate (adaptive and self-paced) student achievement. We choose programs that can be accessed at school and at home and on devices other than simply computers.

MTSS efforts have been coordinated by Edison's Instructional Coach, Principal and Assistant Principal. The Instructional Coach has overseen the collection and analysis of quarterly assessment data and facilitated data team meetings by grade level teachers. Classroom Teachers and parents develop Academic Success Plans for students who have not yet met or exceeded grade level standards, describing differentiated instruction in class, and extra support to be provided in the classroom, at school, and at home. These plans are reviewed in regular intervals to monitor progress and adjust strategies as needed.

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

## Fiscal support (EPC)

The district supports with the management of fiscal resources.

# Educational Partner Involvement

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

## Involvement Process for the SPSA and Annual Review and Update

Each month, the Edison Site Council received an update of progress toward objectives and implementation of activities supported by the SPSA and progress being made in the SIP. Diagnostic and summative data were also reviewed and discussed with Site Council after each intervention cycle.

The SLT, full faculty and Site Council were all involved in reviewing quarterly data to determine adjustments or changes needed for this year's SPSA and SIP. Whenever possible data are disaggregated by subgroups.

The Principal and the Literacy and Language Interventionist attended monthly ELAC meetings and regularly shared interim assessment data, information on designated ELD, a review of Site Plan implementation, and information on reclassification of EL students. When Edison lost Title I funding for next year, we worked with ELAC to understand the multitude of services and programs that were funded with Title I and to provide feedback on priorities to try to continue with other funding sources. These presentations were also designed to answer questions and gather feedback, ideas, and suggestions for Site Council to consider for the SPSA. Similar briefings were held for the general parent community during monthly Monday Coffee with the Principal Meetings. May 10, 2023 will be the final ELAC briefing on assessment results and tentative plans for the SPSA. ELAC will submit its final written recommendations to Site Council at that time.

Because of regular discussion about achievement data and the SPSA with ELAC and the fact that both the principal and School Site Council Chairperson regularly attended ELAC meetings, Site Council is aware of ELAC support for maintaining services for English learners and some form of after-school tutorial assistance for ELs who do not qualify for district-funded tutorial programs. ELAC has also been in favor of trying to maintain some of the adaptive programs that the school subscribes to, particularly Raz Kids, ST Math, Lexia, and Kid Biz. They have also requested that we try to maintain funding for substitutes for teachers for parent meetings such as IEPs, SSTs, Attendance Conferences, Reclassification Conferences, etc. so that all meetings do not need to be held after school and so that teachers can easily be present to participate.

Specific ELAC recommendations and the way that Site Council has addressed them in this SPSA are discussed below:

Recommendations from (ELAC) to the School Site Council for the 2023-2024 SPSA and responses from Site Council to ELAC.

On May 19, 2023, the Edison ELAC sent the following formal recommendations to the Edison Site Council concerning how the SPSA should support the needs of English Learners at Edison. Many of these suggestions had arisen at ELAC meetings earlier in the Spring during feedback solicited after the principal's periodic reports on development of the SPSA. They were shared with the Site

Council as the plan was developed. The recommendations were formally presented to the principal on May 19 and shared with the Site Council at its May 31, 2023 meeting. Based on on-going consultation with ELAC and reports of concerns back to Site Council, most of the ELAC's recommendations were already included in the draft SPSA. Recommendations #1 and #6 were added to the SPSA and all recommendations and responses approved at the May 31 meeting. Responses from Site Council to ELAC are included below each recommendation and will be shared with ELAC at its first meeting of the 2023-2024 school year.

**Recommendation #1:** Provide a math class for parents to help them support their children in doing math homework. Math methods have changed from those that parents learned. Class should be given by a teacher from 3-5 grade where math is more extensive and elaborated and where parents can learn strategies about how to help their student at home.

**Response:** The school will attempt to identify one or more teachers to deliver some math lessons for parents of upper grade students highlighting how key math standards are taught and strategies that parents can use at home to support students. Topics will target: basic operations, decimals, fractions and problem solving. Workshops may be delivered in person, on zoom, or may consist of videos of lessons delivered in class with some explanation. Every attempt will be made to offer these workshops in the fall and to video record them so they can be accessed by parents who were not able to attend the workshops. The school will also work with the PTA to try to identify resources for a family math night and periodically share videos of math practices in newsletters.

**Recommendation #2:** Continue to provide intervention instruction for those who have not achieved grade level standards in grades 1-5.

**Response:** This SPSA includes reading intervention support for students in grades 1-5, with Spanish reading intervention provided in grades 1 and 2 and English in grades 3-4-5. The intention is to serve all students meeting the district-identified criteria for intervention. A Spanish intervention curriculum linked to Benchmark has been purchased and will be used to support emerging Spanish readers in grades 1-2 and will be made available for BIAs to use in class for lagging Kindergartners. The English program will use a combination of SIPPS and LLI curriculum as appropriate and provide support for English Learner students getting ready for reclassification using E3D materials. This instruction will be delivered by Language and Literacy Interventionist Rocio Naranjo, assisted by trained Bilingual Instructional Assistants.

**Recommendation #3.** Continue the programs Dreambox Math, Raz Kids or Kid Biz and Lexia Reading during and outside of class time. Offer a session for parents to teach them to use these programs.

**Response:** The SPSA includes plans to continue to purchase Raz Kids in grades K-2, Kid Biz in grades 3-4-5, and Lexia Reading in grades 2-3, with a recommended minimum number of minutes of use in class per week. The district will continue to provide Dreambox Math at all grade levels with the request that it be used for 50 minutes per week. The Edison PTA has agreed to pick up the costs of Raz Kids, Kid Biz and Lexia. Professional development on the use of these programs will be provided to teachers and workshops offered to parents on how to access these programs and how to support children in using them at home. As part of the after school tutorial program for Tier III students, supervised time to use these programs will also be provided to participating students using the school's computers and wifi.

**Recommendation #4:** Continue monitoring the progress of students in Tier III and Tier II, all the ELs and RFEPs, and use the SST process.

Response: This plan includes goals to continue to monitor student achievement by analyzing diagnostic and interim assessments in grade level PLCs for each of these subgroups with oversight by the School Leadership Team. The comprehensive school calendar has already scheduled in these data analysis sessions for Banked Time and the SIP includes monitoring the achievement of these student groups as part of the responsibility of the PLCs, with periodic adjustments made to Tier I instruction as needed. The LLI will progress monitor all students in reading intervention programs with reports provided to classroom teachers and adjustments made to intervention rosters as needed. Those Tier III, Tier II, and ELs/RFEPs with IEPs will have their progress monitored by their SAI teachers and IEP services and classroom accommodations adjusted as necessary based on their progress. Classroom teachers will work with parents at fall conferences to design and monitor Academic Intervention Plans including both home and school support for Tier III and Tier II students. Funds are provided in the SPSA for teachers and specialists to be present in SST meetings to assist with planning interventions and accommodations, consider Section 504 eligibility, and/or make referrals for counseling or special education assessment for students who are not making anticipated progress.

Recommendation #5: Continue developing ELD based on content using materials in language arts, science, and social studies integrated with the content that students are studying.

Response: Professional development on designing content-based ELD will be provided and grade level PLCs will be asked to use the ELD materials in our adoptions for language arts, science, and social studies to support content-based designated and integrated ELD.

Recommendation #6: Obtain volunteers for Spanish reading intervention and to help students with Spanish language acquisition.

Response: Spanish reading intervention for Tier III students will be the primary responsibility of the LLI with the support of Instructional Assistants assigned to the intervention program. We will also train the BIAs serving K-1-2 on the use of the reading intervention program and work with primary teachers to schedule literacy blocks that can support intervention either in the classroom or on a pull-out basis. The Bilingual Community Liaison will help recruit Spanish speaking parent volunteers who might be able to regularly volunteer to assist with reading practice tasks – in either the intervention program or in the classrooms.

## Resource Inequities

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

The number of children at Edison who are classified as coming from socio-economically disadvantaged families has declined precipitously from 49% last year to 31% this school year. While some low-income families did re-locate during Covid due to job and apartment loss, the socio-economic status of our entering families has not changed significantly. What did change is that the State of California began providing free school lunch and breakfast to ALL families – without the need to fill out the federal school lunch program application. Although qualification for this program is used as an indicator for low SES for the purpose of allocating Title I funds and other financial



assistance benefits, when there was no longer a need to complete the paperwork for children to receive lunch, many families stopped applying. When we realized that low application rates were putting our Title I funds at risk, Edison and SMMUSD mounted a campaign to encourage all families who might qualify to apply for the program. But the diminished applications resulted in only 31% of Edison families qualifying for the program this year. This decline cost the school its Title I funding for school year 2023-2024. Believing that our true numbers of low income families have not declined that much, Edison, its parent groups and the district will be working this summer to encourage all families who might be eligible to apply – and providing support and assistance for them in completing the application.

Approximately about one-third of Edison’s students begin school English Learners; an additional 20% start school as simultaneous bilinguals, often coming from Spanish speaking homes. Many of these students are younger siblings of children who started school as non-English speakers but now speak English at home. Thus, some of Edison’s Spanish speaking parents who attend ELAC have children who were IFEPS or who have already been reclassified as FEP. Low-income families and families who are not fully proficient in English generally have fewer resources and rely more on scholarship assistance for afterschool care and programs, supplemental tutoring, summer programs, music programs, and other enrichment opportunities. However, as their children reclassify and improve their achievement at school (moving from Tier III to Tier II or Tier I) there are fewer free programs available to assist them. For example, student participation in the free afterschool intervention and summer programs is limited to children whose scores qualify them for Tier III programs. Tier II children, however, usually do not qualify for these free programs and there are students who may not maximize their potential to exit Tier II without access to programs. The children still are not safely at grade level, but their parents do not have the resources to pay for afterschool tutoring or summer programs. These Tier II students have become a focus for supplementary services and Edison has begun to use site funds to allow low income Tier II students to participate on a space available basis.

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# School and Student Performance Data

## Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.2%	%	0%	1		0
African American	3.8%	3.12%	1.27%	16	12	5
Asian	1.4%	1.82%	1.78%	6	7	7
Filipino	0.2%	%	0%	1		0
Hispanic/Latino	63.2%	63.64%	67.18%	270	245	264
Pacific Islander	%	%	0%			0
White	30.4%	30.65%	29.01%	130	118	114
Multiple/No Response	0.7%	0.78%	0.76%	3	3	3
<b>Total Enrollment</b>				427	385	393

## Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	82	63	79
Grade 1	72	59	55
Grade 2	71	69	58
Grade3	69	70	68
Grade 4	65	64	69
Grade 5	68	60	64
<b>Total Enrollment</b>	427	385	393

### Conclusions based on this data:

- Edison enrollment declined during Covid and is now beginning to recover. Some families lost jobs and housing and needed to move from the area. While there was some loss at every grade level, families with younger children were more likely to move or seek another type of schooling for their child. There were 82 kindergartners in 2020-2021 and only 59 (72%) of them were still at Edison for 1st grade. This attrition is very different than pre-Covid when we rarely had space at 1st grade because all the Kindergarten children continued.
- The entering Kindergarten class of 2021-2022 was only 77% of the number enrolled the previous year. Some parents told us that since Kinder is not mandatory, they would simply hold their children out of school until the pandemic was over or attendance was mandatory. Parents also were skeptical that children could really learn a second language via distance learning or in settings where children were masked and sitting six feet apart from peers. Also, when Covid rules meant that children could be quarantined at home for two weeks if a classmate came down with Covid, some working parents moved to other schools which did not require quarantines since staying home with children for those kids of intervals put their own employment at risk.

3. When Kindergarten cohorts are small, unless we enroll new students in 1st grade, we cannot fill those vacancies. 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.

# School and Student Performance Data

## Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	124	122	110	29.00%	31.7%	28.0%
Fluent English Proficient (FEP)	115	115	109	26.90%	29.9%	27.7%
Reclassified Fluent English Proficient (RFEP)	10			8.1%		

### Conclusions based on this data:

1. About one-third of Edison students are English learners, with the percentage declining slightly in 2022-2023. An additional 27% of students at entry are simultaneous bilinguals. So while, about 60% of the entering class is still Spanish speaking, now a significant percentage of that group are also bilingual and some of those bilinguals are more receptive than productive bilinguals. However, the model and practices in the original Edison program were developed for a student population that was 50% true English learners. This means that teachers have to work harder to help students speak the target language and the social language on the playground is more solidly English.
2. About a quarter of Edison students are now IFEP -- having some exposure to another language on their home language survey but being themselves fluent English speakers.
3. The number of RFEP students is steadily increasing; this year alone, 17 students met criteria for reclassification. While we used to reclassify students only at the end of the year, there are now three opportunities each year to review progress of ELs and reclassify them when they meet the criteria.

# School and Student Performance Data

## Local Assessment Data English Language Arts

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
Winter Diagnostic Data	256	253	58.5	2

## Local Assessment Data Mathematics

Local Assessment Name	Students Enrolled	Students Tested	Percent of Students At/Above Grade Level	Percent of Students Not Tested
	22-23	22-23	22-23	22-23
Winter Diagnostic Data	199	197	49.2	1

### Conclusions based on this data:

1. Only students in grades 2-5 test take the Star English Reading test. Kindergarten and 1st grade students in Edison's dual immersion program learn to read first in Spanish and test in that language. Some 2nd grade students are excluded from this assessment because they have not yet passed the English Early Literacy Assessment.
2. Only students in grades 3-5 take the Star Mathematics test in English. Math is taught at all grades in Spanish at Edison. Students at all grades take the Star Math Assessment in Spanish. Student scores on the Spanish math assessment are markedly higher than on the English Mathematics test -- 91.2% scored at or above grade level. However, the Star Math in Spanish was normed on a different and much smaller population and does not have state norms. When CAASPP scores are available, we'll be able to see whether the Spanish or English math assessment is the better predictor of student achievement on the Start.
3. Edison scores in English Reading were higher than the scores on the Math Assessment in English.



# School and Student Performance Data

## CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	71		0	71		0	71		0.0	100.0	
Grade 4	64	65		0	64		0	64		0.0	98.5	
Grade 5	68	61		0	60		0	60		0.0	98.4	
All Grades	199	197		0	195		0	195		0.0	99.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2455.			30.99			28.17			25.35			15.49	
Grade 4		2554.			62.50			20.31			6.25			10.94	
Grade 5		2565.			50.00			21.67			16.67			11.67	
All Grades	N/A	N/A	N/A		47.18			23.59			16.41			12.82	

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	
Grade 3		22.54			67.61			9.86		
Grade 4		40.63			57.81			1.56		
Grade 5		40.00			55.00			5.00		
All Grades		33.85			60.51			5.64		

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.94			53.52			22.54	
Grade 4		43.75			46.88			9.38	
Grade 5		40.00			50.00			10.00	
All Grades		35.38			50.26			14.36	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		16.90			77.46			5.63	
Grade 4		40.63			51.56			7.81	
Grade 5		23.33			68.33			8.33	
All Grades		26.67			66.15			7.18	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		23.94			71.83			4.23	
Grade 4		45.31			50.00			4.69	
Grade 5		31.67			63.33			5.00	
All Grades		33.33			62.05			4.62	

**Conclusions based on this data:**

1. Edison has a consistently high percentage of students who participate in the state testing.
2. Overall, 70% of Edison students in grades 3-4-5 scored at or above grade level on the 21-22 CAASPP in English Language Arts.
3. The percentages of students scoring below standard were relatively small in Research/Inquiry (approx. 5%), 7% in Listening, and 6% in Reading but the % of students scoring below standard in reading was nearly double that percentage.

# School and Student Performance Data

## CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	67	71		0	71		0	71		0.0	100.0	
Grade 4	64	65		0	65		0	65		0.0	100.0	
Grade 5	68	61		0	61		0	61		0.0	100.0	
All Grades	199	197		0	197		0	197		0.0	100.0	

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2469.			35.21			38.03			11.27			15.49	
Grade 4		2529.			38.46			35.38			21.54			4.62	
Grade 5		2548.			45.90			14.75			24.59			14.75	
All Grades	N/A	N/A	N/A		39.59			29.95			18.78			11.68	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		46.48			38.03			15.49	
Grade 4		44.62			43.08			12.31	
Grade 5		44.26			39.34			16.39	
All Grades		45.18			40.10			14.72	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		40.85			47.89			11.27	
Grade 4		41.54			50.77			7.69	
Grade 5		37.70			47.54			14.75	
All Grades		40.10			48.73			11.17	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		30.99			57.75			11.27	
Grade 4		41.54			50.77			7.69	
Grade 5		34.43			50.82			14.75	
All Grades		35.53			53.30			11.17	

**Conclusions based on this data:**

1. Approximately 70% of Edison students scored at or above grade level on the 2021-2022 Math CAASPP. While this may be considered high by comparison with state averages, it represents a decline from Edison's pre-pandemic math trends.
2. Scores by grade level varied this year with the 5th grade cohort scoring more than 10% points lower than 3rd and 4th grades.
3. Weakest area in math was concepts and procedures.

# School and Student Performance Data

## ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	1487.2	1450.2		1517.3	1475.4		1416.7	1391.2		26	16	
<b>1</b>	1507.0	1474.9		1564.7	1496.4		1448.9	1452.8		23	19	
<b>2</b>	1548.9	1499.1		1589.1	1522.5		1508.2	1475.3		21	24	
<b>3</b>	1549.8	1509.8		1579.6	1528.5		1519.6	1490.6		26	18	
<b>4</b>	1567.9	1561.5		1595.8	1578.2		1539.4	1544.2		19	22	
<b>5</b>	1561.9	1567.4		1578.6	1578.2		1544.8	1556.1		14	17	
<b>All Grades</b>										129	116	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	53.85	18.75		38.46	43.75		7.69	37.50		0.00	0.00		26	16	
<b>1</b>	34.78	15.79		56.52	52.63		8.70	31.58		0.00	0.00		23	19	
<b>2</b>	66.67	25.00		23.81	50.00		9.52	20.83		0.00	4.17		21	24	
<b>3</b>	65.38	27.78		23.08	44.44		11.54	22.22		0.00	5.56		26	18	
<b>4</b>	57.89	63.64		31.58	18.18		10.53	13.64		0.00	4.55		19	22	
<b>5</b>	64.29	58.82		21.43	29.41		14.29	5.88		0.00	5.88		14	17	
<b>All Grades</b>	56.59	35.34		33.33	39.66		10.08	21.55		0.00	3.45		129	116	

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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	65.38	31.25		26.92	50.00		7.69	18.75		0.00	0.00		26	16	
<b>1</b>	82.61	57.89		8.70	31.58		8.70	10.53		0.00	0.00		23	19	
<b>2</b>	80.95	58.33		9.52	29.17		9.52	8.33		0.00	4.17		21	24	
<b>3</b>	80.77	55.56		19.23	33.33		0.00	11.11		0.00	0.00		26	18	
<b>4</b>	84.21	81.82		15.79	13.64		0.00	4.55		0.00	0.00		19	22	
<b>5</b>	71.43	82.35		28.57	11.76		0.00	0.00		0.00	5.88		14	17	
<b>All Grades</b>	77.52	62.07		17.83	27.59		4.65	8.62		0.00	1.72		129	116	



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		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	15.38	0.00		15.38	31.25		69.23	68.75		0.00	0.00		26	16	
<b>1</b>	4.35	10.53		30.43	31.58		34.78	36.84		30.43	21.05		23	19	
<b>2</b>	14.29	12.50		66.67	33.33		14.29	37.50		4.76	16.67		21	24	
<b>3</b>	15.38	5.56		50.00	27.78		30.77	50.00		3.85	16.67		26	18	
<b>4</b>	15.79	31.82		31.58	40.91		42.11	13.64		10.53	13.64		19	22	
<b>5</b>	7.14	23.53		50.00	35.29		42.86	23.53		0.00	17.65		14	17	
<b>All Grades</b>	12.40	14.66		39.53	33.62		39.53	37.07		8.53	14.66		129	116	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	57.69	37.50		42.31	62.50		0.00	0.00		26	16	
<b>1</b>	69.57	63.16		30.43	36.84		0.00	0.00		23	19	
<b>2</b>	65.00	54.17		30.00	41.67		5.00	4.17		20	24	
<b>3</b>	53.85	33.33		46.15	66.67		0.00	0.00		26	18	
<b>4</b>	78.95	72.73		21.05	27.27		0.00	0.00		19	22	
<b>5</b>	42.86	41.18		50.00	41.18		7.14	17.65		14	17	
<b>All Grades</b>	61.72	51.72		36.72	44.83		1.56	3.45		128	116	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	72.00	31.25		28.00	68.75		0.00	0.00		25	16	
<b>1</b>	86.96	27.78		13.04	66.67		0.00	5.56		23	18	
<b>2</b>	90.48	70.83		9.52	25.00		0.00	4.17		21	24	
<b>3</b>	96.15	83.33		3.85	11.11		0.00	5.56		26	18	
<b>4</b>	100.00	86.36		0.00	13.64		0.00	0.00		19	22	
<b>5</b>	92.86	94.12		7.14	0.00		0.00	5.88		14	17	
<b>All Grades</b>	89.06	66.96		10.94	29.57		0.00	3.48		128	115	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	15.38	0.00		84.62	100.00		0.00	0.00		26	16	
<b>1</b>	47.83	50.00		26.09	27.78		26.09	22.22		23	18	
<b>2</b>	38.10	29.17		61.90	58.33		0.00	12.50		21	24	
<b>3</b>	11.54	0.00		76.92	61.11		11.54	38.89		26	18	
<b>4</b>	26.32	22.73		52.63	59.09		21.05	18.18		19	22	
<b>5</b>	7.14	23.53		85.71	58.82		7.14	17.65		14	17	
<b>All Grades</b>	24.81	21.74		64.34	60.00		10.85	18.26		129	115	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
<b>K</b>	15.38	12.50		73.08	81.25		11.54	6.25		26	16	
<b>1</b>	4.55	5.26		45.45	89.47		50.00	5.26		22	19	
<b>2</b>	9.52	12.50		80.95	58.33		9.52	29.17		21	24	
<b>3</b>	42.31	16.67		57.69	66.67		0.00	16.67		26	18	
<b>4</b>	15.79	63.64		73.68	31.82		10.53	4.55		19	22	
<b>5</b>	21.43	29.41		78.57	58.82		0.00	11.76		14	17	
<b>All Grades</b>	18.75	24.14		67.19	62.93		14.06	12.93		128	116	

**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 population shifted between 2020-2021 and 2021-2022 -- there were fewer EL students and in 2021-2022 there were fewer Level 4 students and more students who were at Level 3 and Level 2. The smaller number and decrease in the number of students at Level 4 likely has more to do with the fact many students who were Level 4 in 2020-2021 met reclassification criteria and were no longer ELs in 2021-2022.
- 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 academic achievement data in English language arts for students.

# School and Student Performance Data

## Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

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

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
<b>385</b>	<b>31.2</b>	<b>31.7</b>	<b>0.3</b>
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.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	122	31.7
Foster Youth	1	0.3
Homeless	2	0.5
Socioeconomically Disadvantaged	120	31.2
Students with Disabilities	38	9.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	12	3.1
American Indian		
Asian	7	1.8
Filipino		
Hispanic	245	63.6
Two or More Races	3	0.8
Pacific Islander		
White	118	30.6

**Conclusions based on this data:**

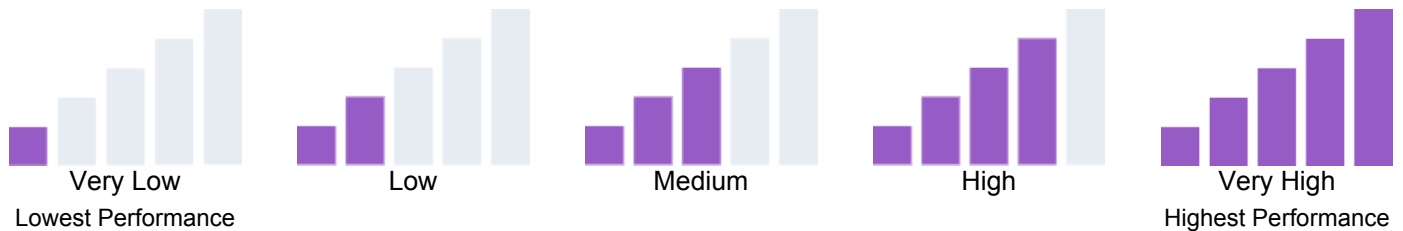
1. Two-thirds of Edison students are Hispanic/Latino, nearly one-third are White. The proportion of White students has been growing over the last several years while the proportion of African American and Asian students have actually declined over the last few years.
2. As one would anticipate in a dual language program, a large proportion of the Edison population are English learners. Approximately one-third of the student population is still limited in its English proficiency. However, another 20% of the student population is already bilingual and most English learners score at Levels 3 and 4.
3. The percentage of Edison students who are from homes with low-socioeconomic status declined to 31% this year. Whether this is a true demographic shift or due to the fact that it was no longer necessary to apply for the federal school lunch program for children to receive free lunch is not clear, but the decline cost Edison its Title I funds for 2023-2024. The population of students who are from SED families and the population of ELs also have considerable overlap.

# School and Student Performance Data

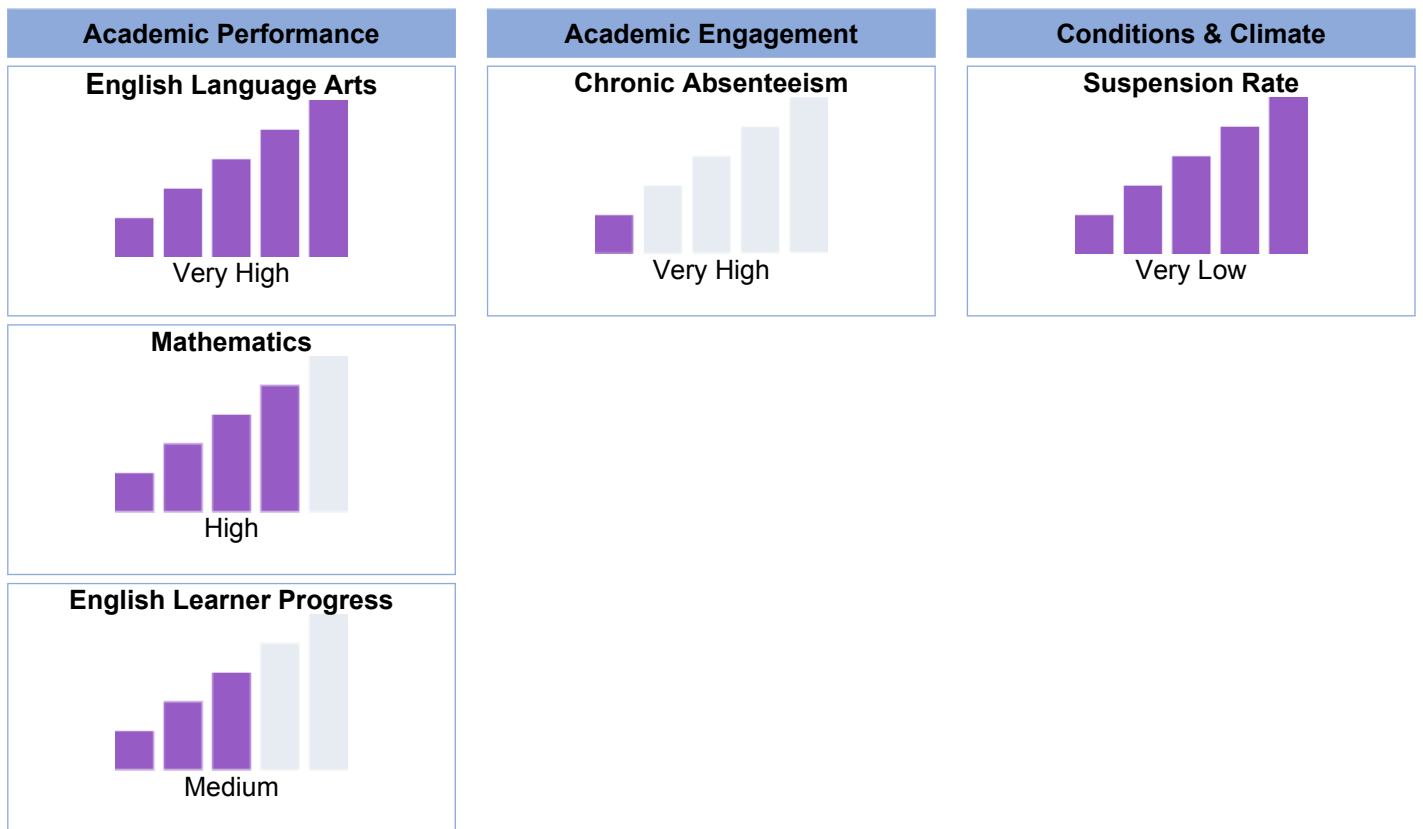
## Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



### 2022 Fall Dashboard Overall Performance for All Students



#### Conclusions based on this data:

1. English language arts scores overall were very high. Mathematics scores, while still high, were lower than ELA scores. Mathematics will be an area of focus for this year's School Improvement Plan.
2. English learner progress is medium, still significantly lower than overall scores in math and ELA. This continues to be a population "at promise" and is the focus subgroup for School Improvement Plan.

3. While suspension rates are very low (a positive indicator), chronic absenteeism is still very high. Some of this is due to extended absences due to Covid and Covid quarantines for some children, but some is also due to parents choosing or needing to travel in the middle of the school year and taking children with them. We have been working all year to confirm absences, confer with families high absenteeism rates, and create plans to improve attendance. This needs to continue to be an area of work for 2023-2024.

# School and Student Performance Data

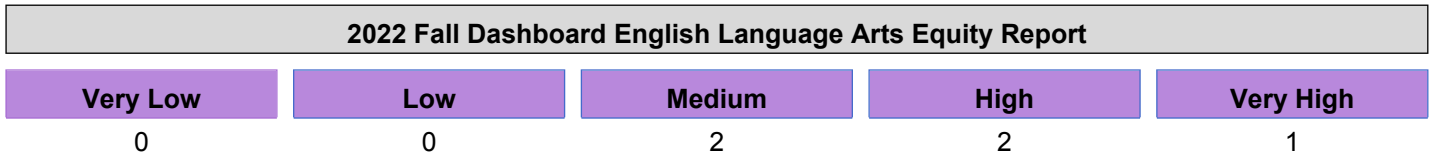
## Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

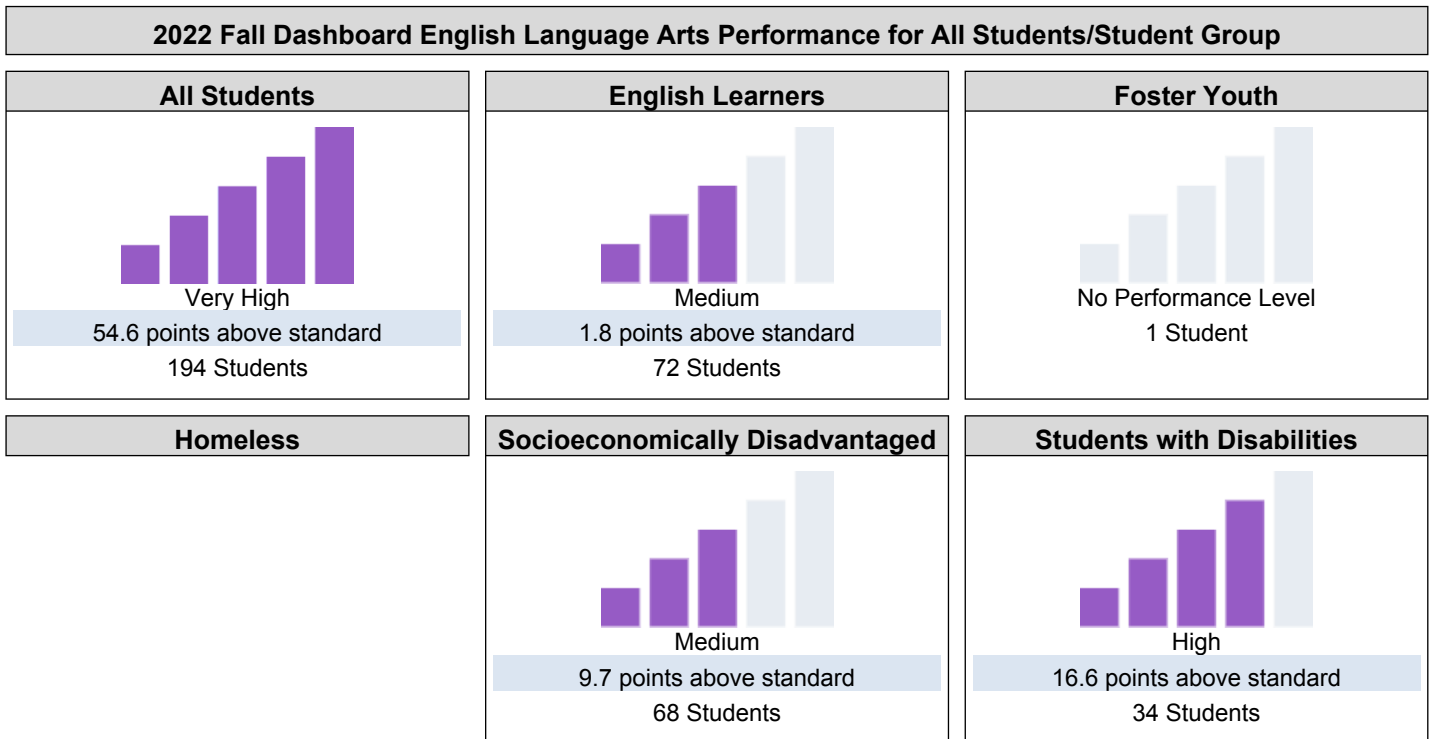
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



This section provides number of student groups in each level.

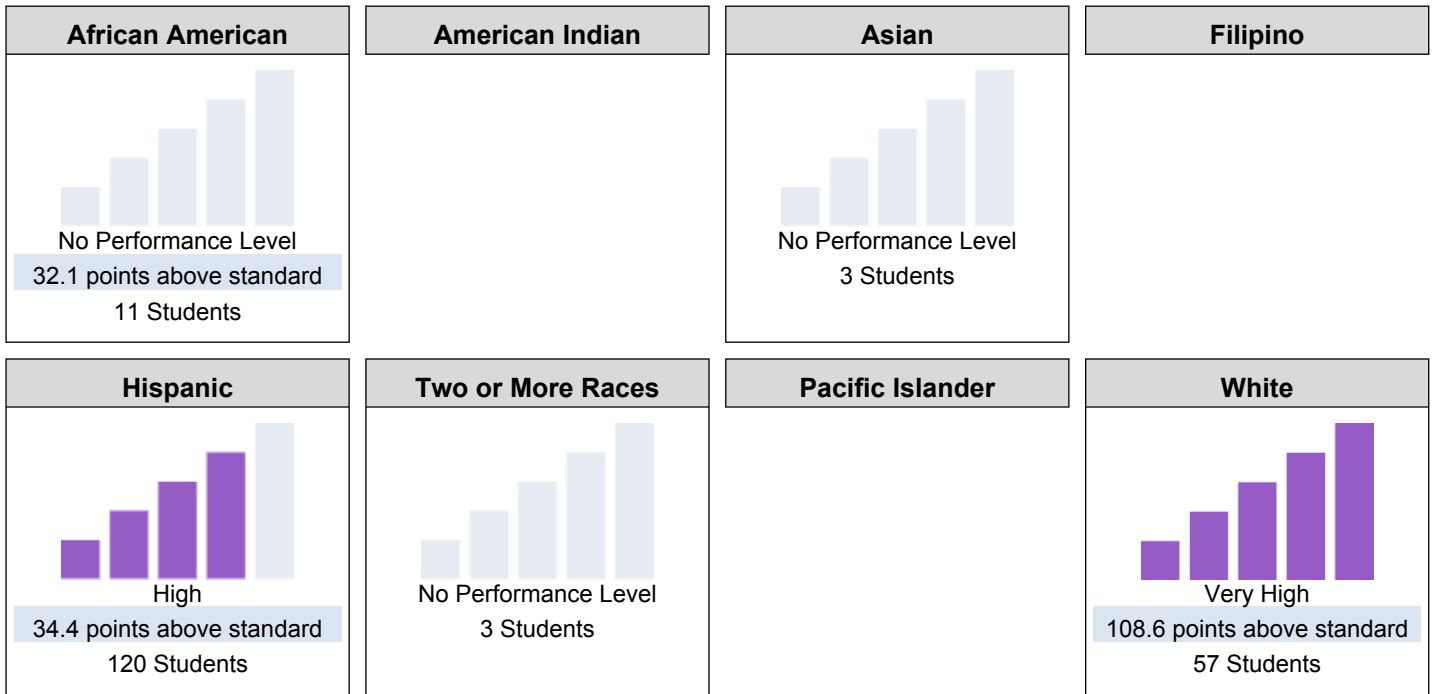


This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in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





## 2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

## 2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>29.1 points below standard</p> <p>49 Students</p>	<p>67.6 points above standard</p> <p>23 Students</p>	<p>69.0 points above standard</p> <p>72 Students</p>

### Conclusions based on this data:

1. While overall ELA scores are rated as very high (54.6 points above standard) the very high performance of White students (108.6 points above standard) can mask the fact that for English Learners and children from SED families, had scores that were in the medium range. Bpth these groups were above standards, but only slightly.
2. Latinx students and students with disabilities scored in the High Range, with Latinx students scoring 34.4 points about standard and students with disabilities scoring 16.8 points above standard.
3. Among the English learner population, Reclassified English Learners (RFEPs) had scores that were comparable to English only students (67.6 points above standard compared to 72 points above standards. This is comparable to national research that shows the RFEPs from dual language programs generally score at or above the scores of English only students. Among the students who are currently classified as English Learners, the average score was 29.1 points below standard. It is not surprising that they would be below standards because if they had met or exceeded standards on the CAASPP ELA, they would have already been reclassified. The pattern for most Edison ELs is that they meet reclassification criteria on the ELPAC before they meet that criteria on academic tests of ELA.

# School and Student Performance Data

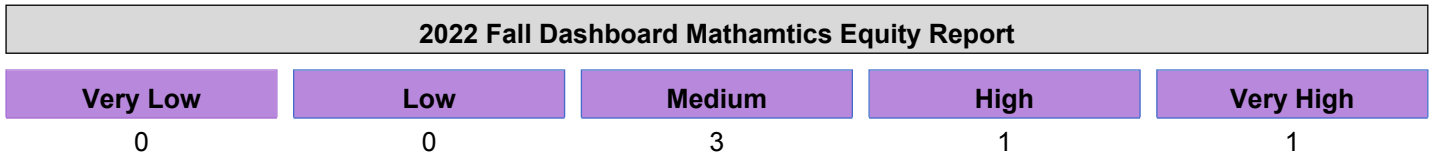
## Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

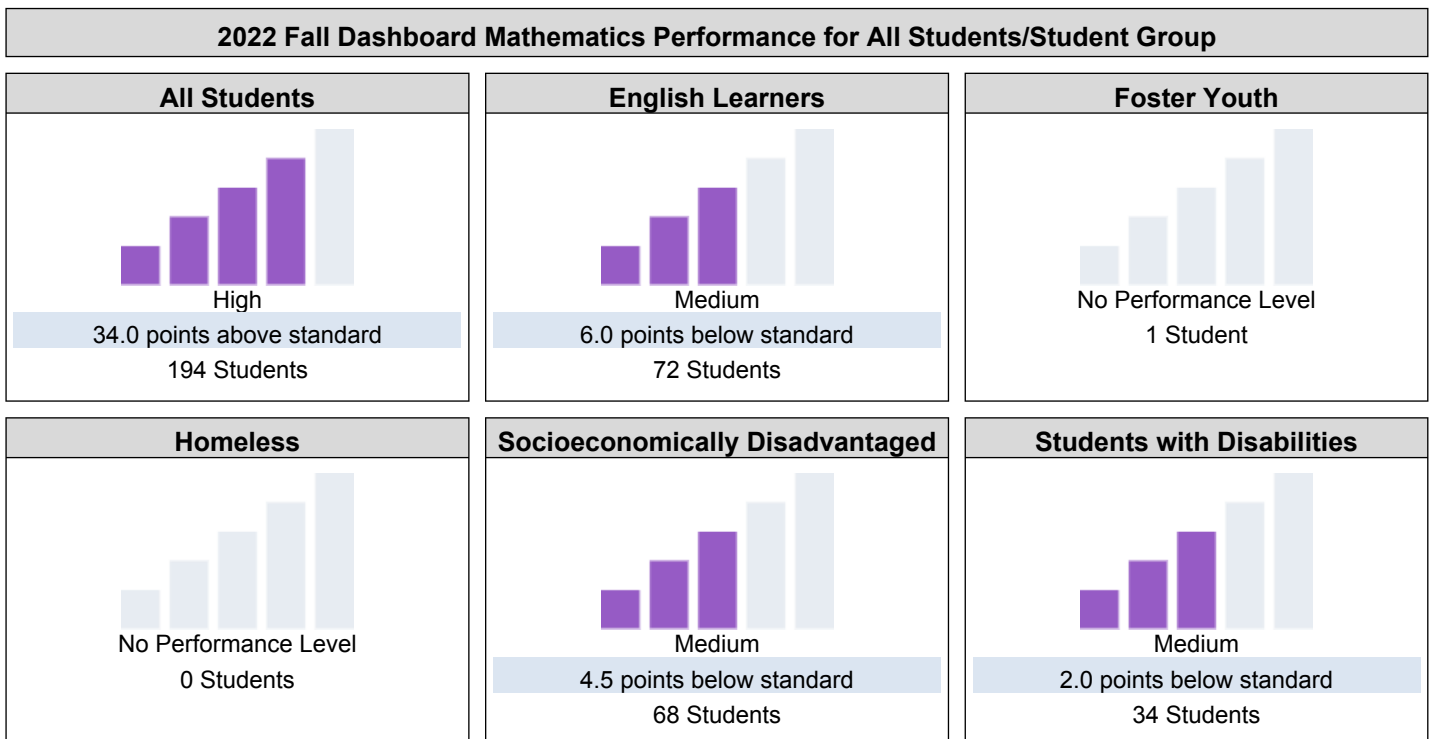
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



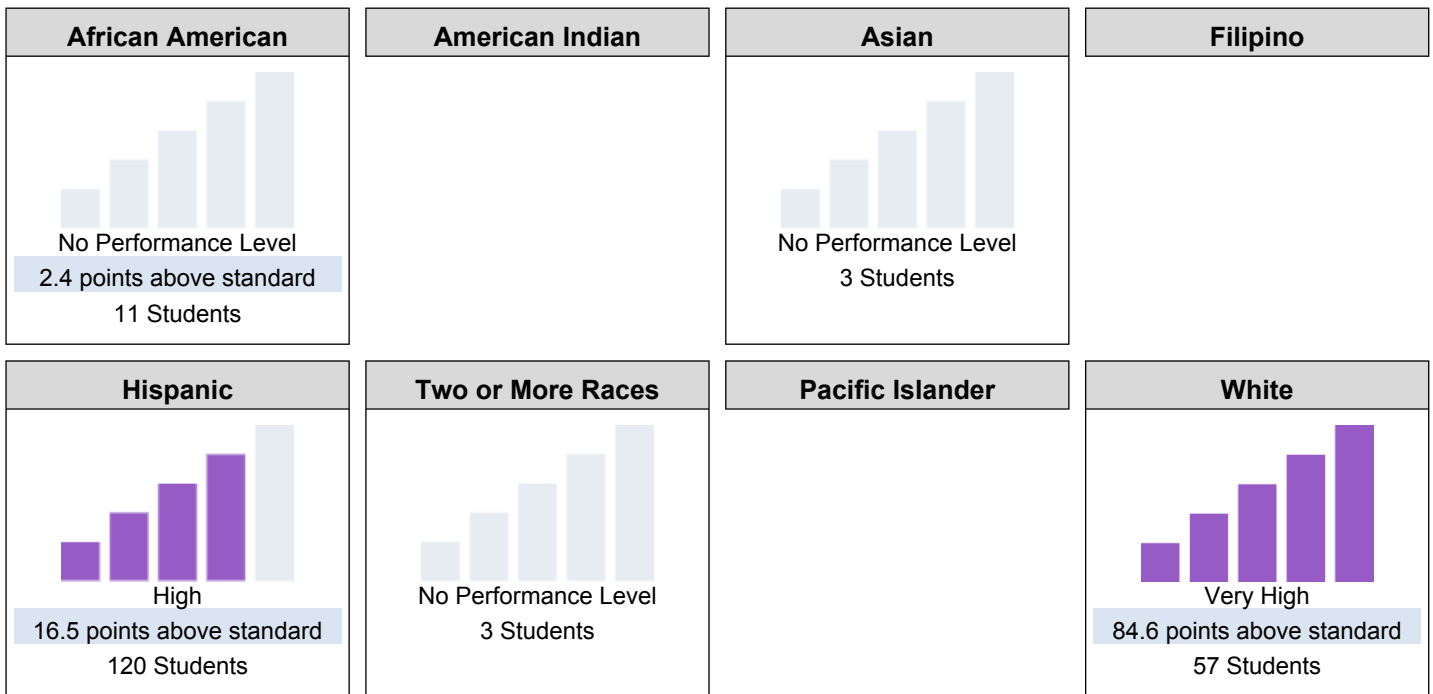
This section provides number of student groups in each level.



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.



## 2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

## 2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p style="background-color: #e6f2ff;">23.9 points below standard</p> <p>49 Students</p>	<p style="background-color: #e6f2ff;">32.2 points above standard</p> <p>23 Students</p>	<p style="background-color: #e6f2ff;">51.8 points above standard</p> <p>72 Students</p>

### Conclusions based on this data:

1. While Edison's math scores for grades 3-4-5 on the CAASPP were lower than its scores in English Language Arts, overall (relative to state standards) the scores are considered to be high. However, in math there are more subgroups in the medium range as students with disabilities joined ELs and students from SED households in the medium range. These three subgroups also had scores below the state standard.
2. The performance of Latinx/Hispanic students was once again above standard and considered to be high, but there is a large gap between their the 16.5 points above standard scored by this population and the 84.6 points above standard scored by the White population.
3. Reclassified English Learners were above standard (32.2 points above) but were lower than the scores of English only students in math (51.8 points above). There is more of a performance gap between RFEPs and EOs in Math than there is in English.

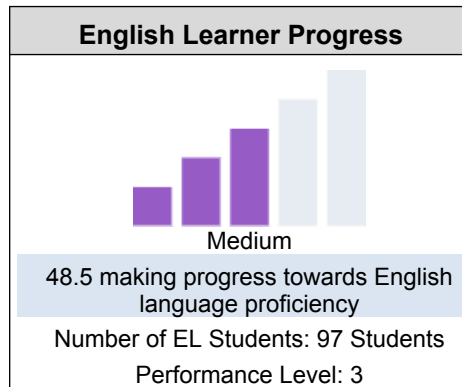
# School and Student Performance Data

## Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

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

### 2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

### 2022 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
36.1%	15.5%	35.1%	13.4%

#### Conclusions based on this data:

1. While overall the academic performance of the English Learner population is in the medium range, fewer than half (48.5%) were reported as making progress towards proficiency.
2. 36% of ELs actually decreased one ELPI level in 2021-2022, which mirrors concerns from the Edison ELAC that many families at EL reported that -- although their children were attending school on line and receiving ELD and ELA instruction, they were isolated at home with families that did not have many fluent English speakers and lost the informal language contact with peers at school and in the community. Their perception was that their children regressed in English during Covid and these data appear to support that feeling. Edison focused it's School Improvement Program in 2022-2023 on ELs and active learning in an effort to make up for some of this loss.
3. The data support a continued focus on ELs for school improvement efforts.

# School and Student Performance Data

## Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

### Conclusions based on this data:

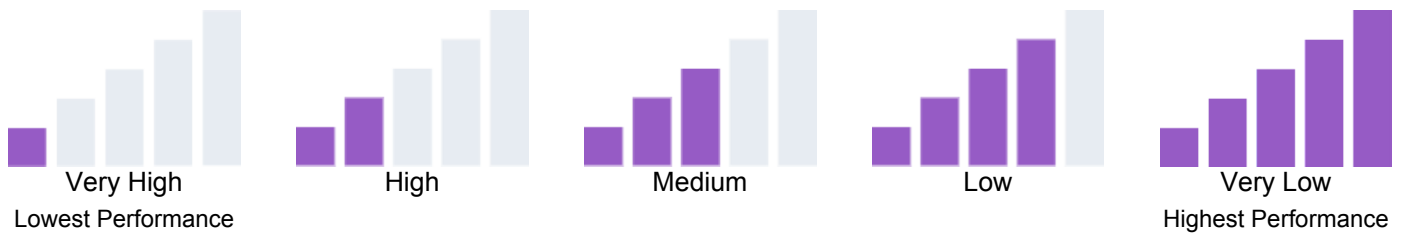
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# School and Student Performance Data

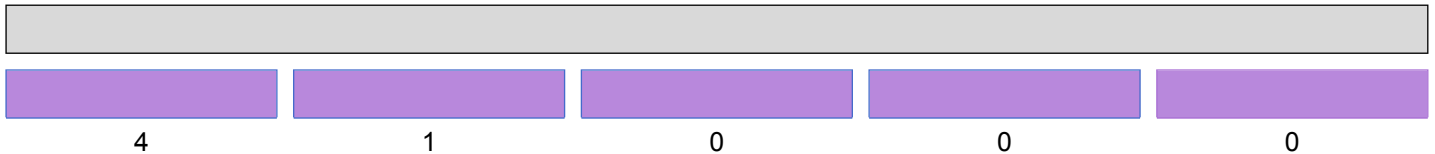
## Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



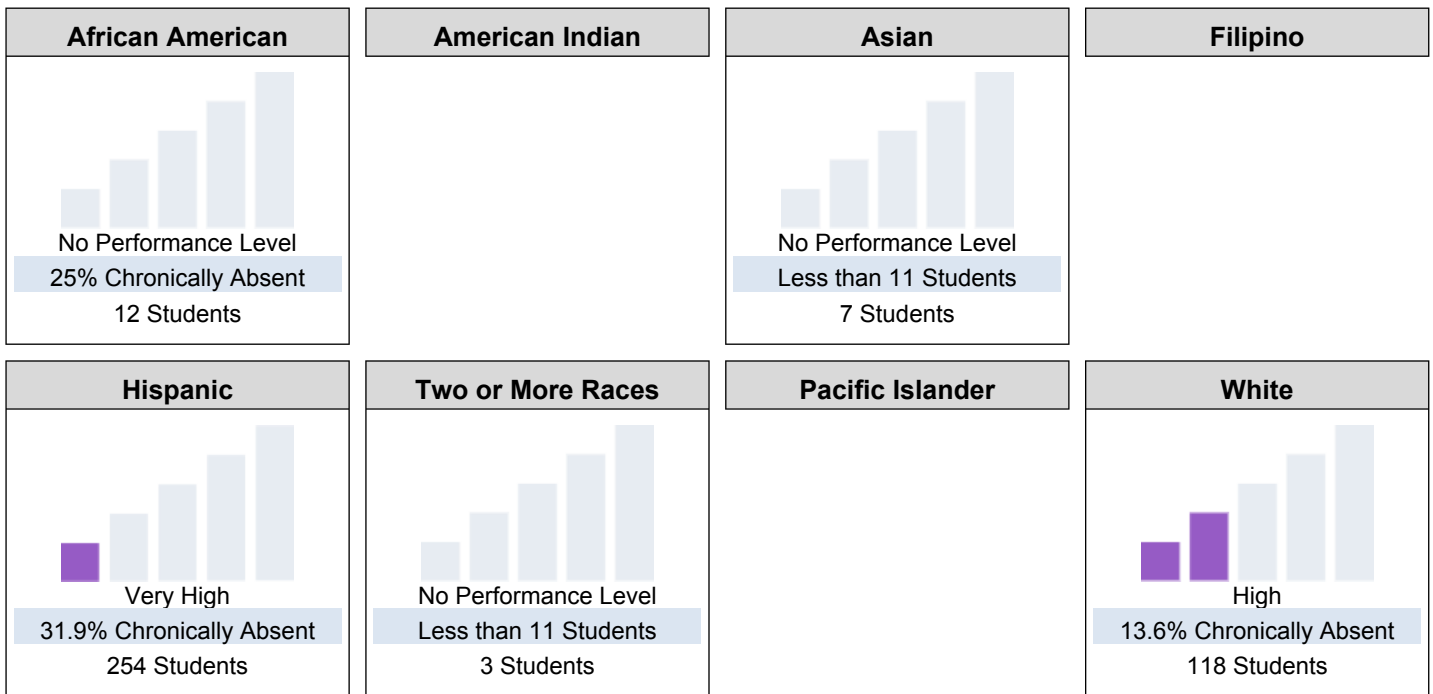
This section provides number of student groups in each level.



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.

2022 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
<p><b>All Students</b></p> <p>Very High</p> <p>25.4% Chronically Absent</p> <p>394 Students</p>	<p><b>English Learners</b></p> <p>Very High</p> <p>29.9% Chronically Absent</p> <p>127 Students</p>	<p><b>Foster Youth</b></p> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>1 Student</p>
<p><b>Homeless</b></p> <p>No Performance Level</p> <p>Less than 11 Students</p> <p>4 Students</p>	<p><b>Socioeconomically Disadvantaged</b></p> <p>Very High</p> <p>34.5% Chronically Absent</p> <p>142 Students</p>	<p><b>Students with Disabilities</b></p> <p>Very High</p> <p>42.1% Chronically Absent</p> <p>57 Students</p>

**2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity**



**Conclusions based on this data:**

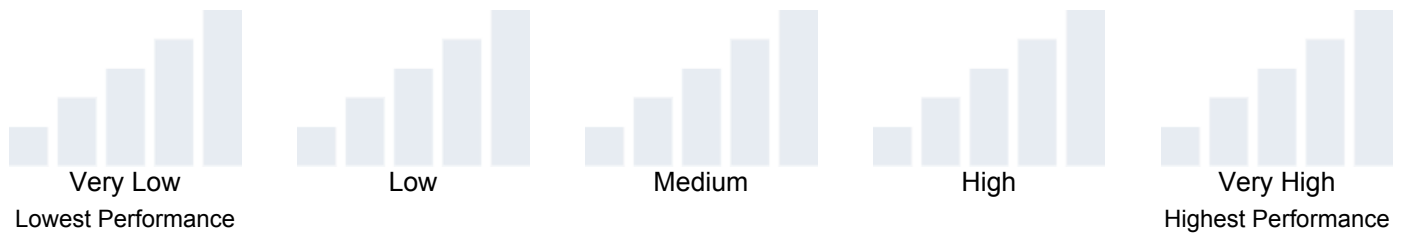
1. Chronic absenteeism became a problem at Edison this last year in a magnitude that it had not before. All subgroups reported very high or high rates of chronic absenteeism.
2. Absenteeism was particularly high for students with disabilities (42.1%), students from SED families (34.5%), Latinx/Hispanic students (31.9%), and nearly 30% of ELs. Some of this was due to Covid illnesses earlier and quarantines in the year, and some seemed to be due to travel to see family that was delayed during the height of the Covid pandemic.
3. We had an aggressive policy of conferencing with parents in 2022-2023 and creating School Attendance Contracts. We were able to change attendance patterns for many of the families that the Assistant Principal conferenced with, but have included some additional outreach and monitoring measures next year to make sure that families who had chronic absenteeism this year have a better attendance record in 2023-2024.



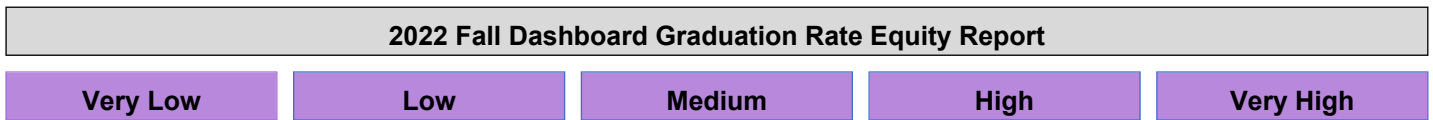
# School and Student Performance Data

## Academic Engagement Graduation Rate

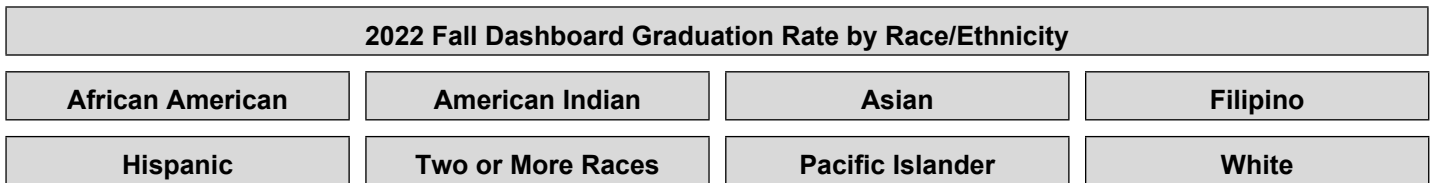
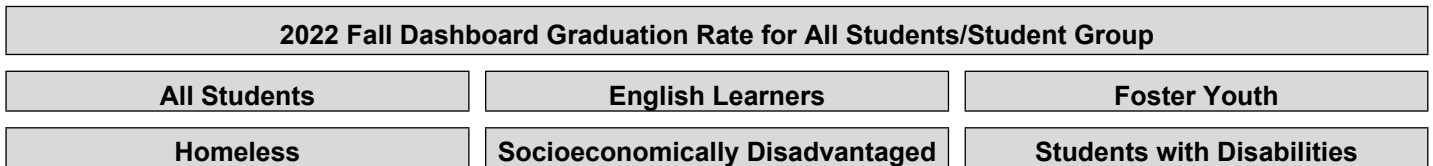
Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).



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.



**Conclusions based on this data:**

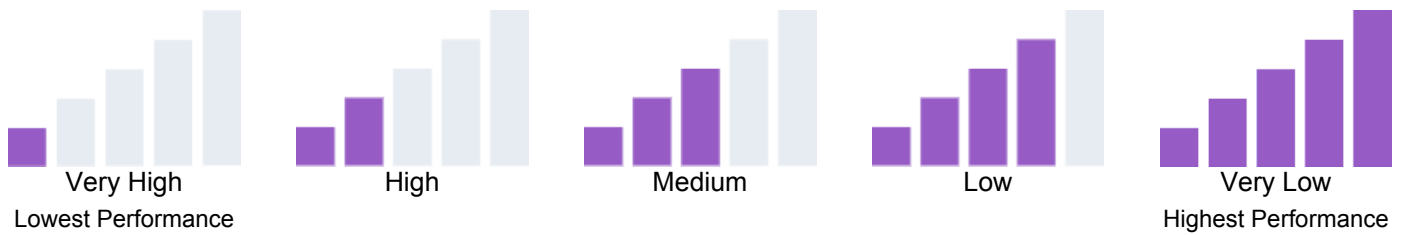
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# School and Student Performance Data

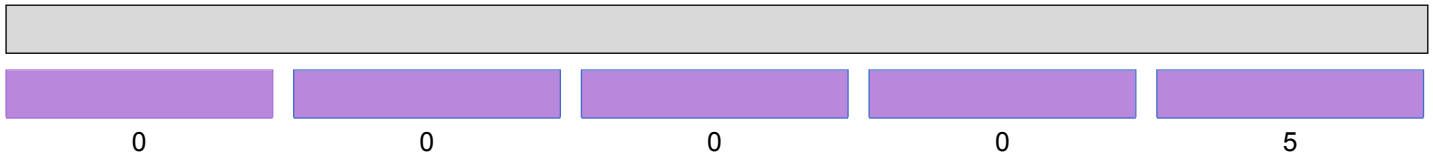
## Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

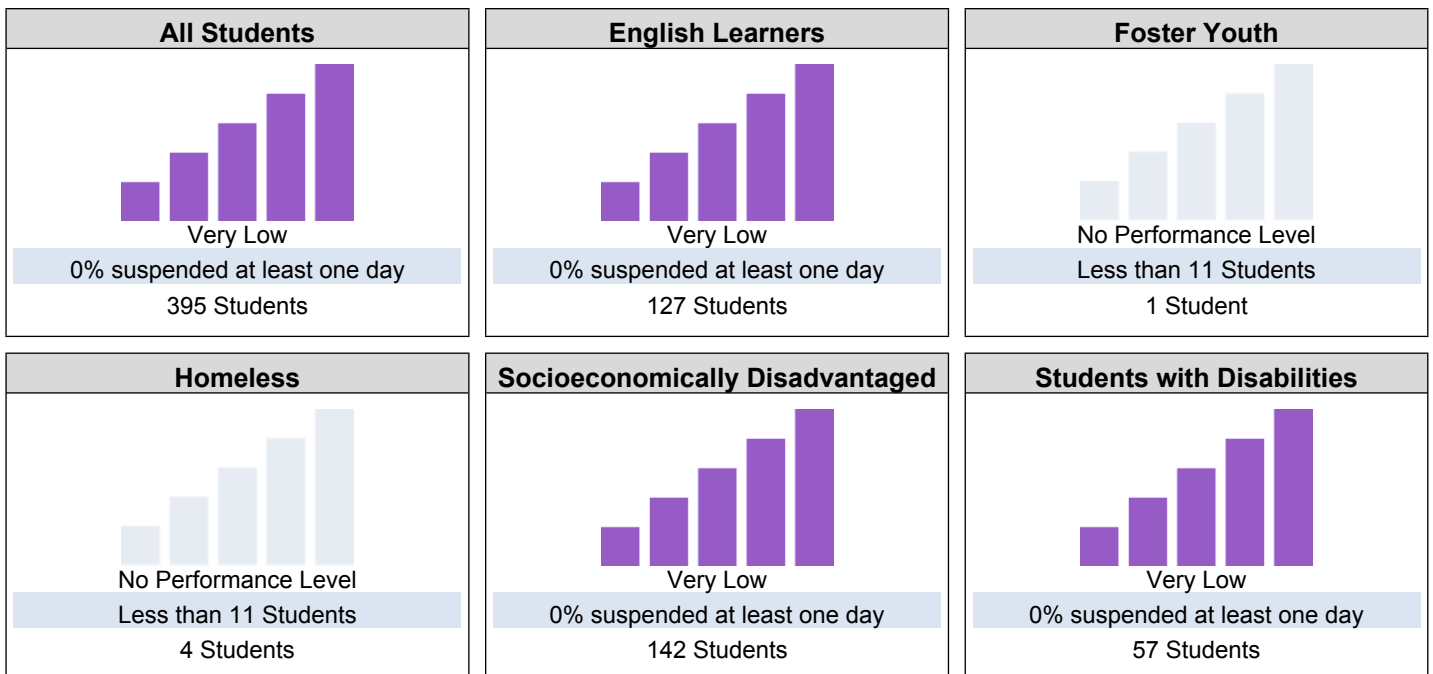


This section provides number of student groups in each level.

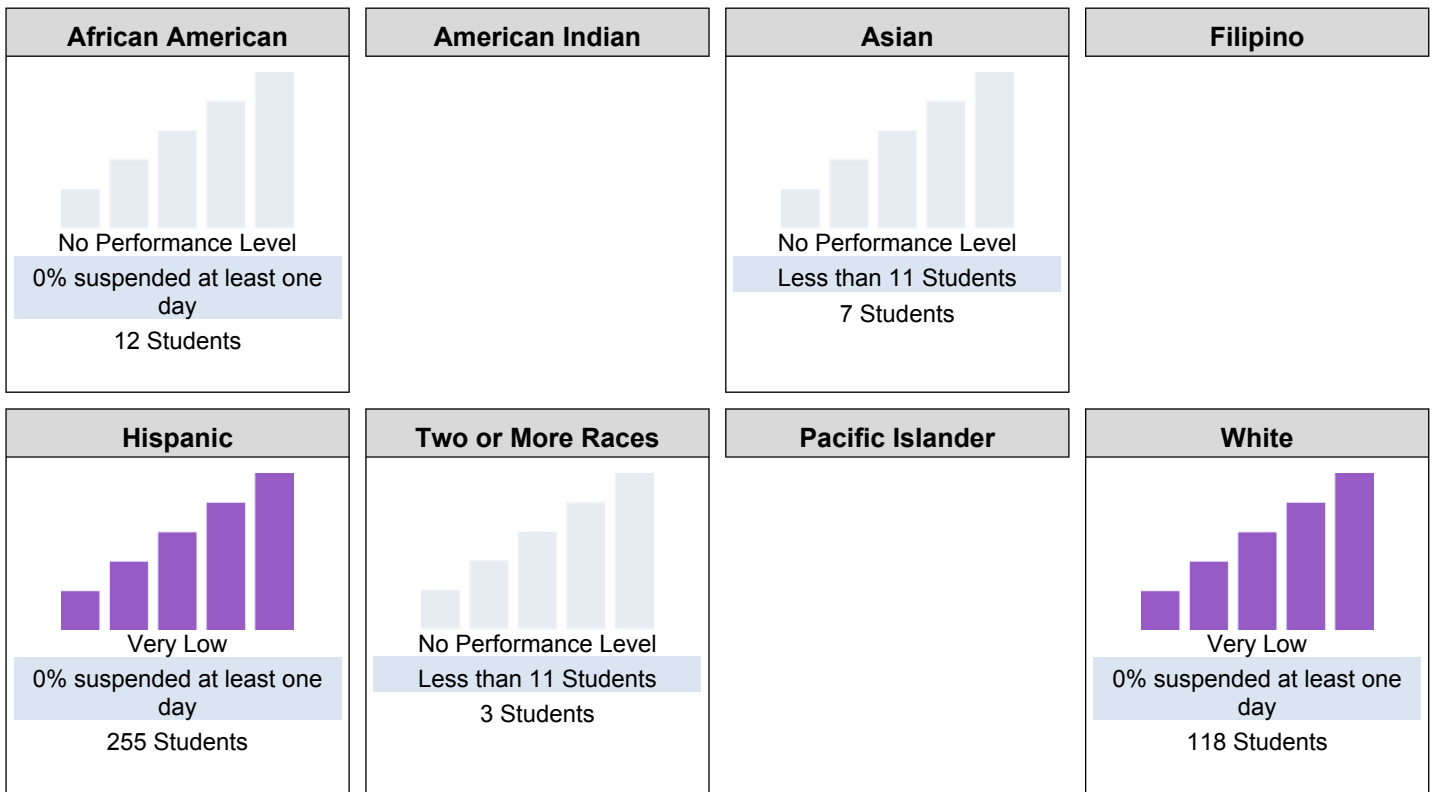


This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

### 2022 Fall Dashboard Suspension Rate for All Students/Student Group



**2022 Fall Dashboard Suspension Rate by Race/Ethnicity**



**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. English learners and students with disabilities are the least likely to have been suspended.
2. Suspension rates are low because of a progressive discipline system that intervenes with problem behaviors before most get to the point of suspension being an option. The school uses staff problem solving and discipline conferences, conferences with the principal 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 also invests in a robust social emotional education program, involving students in setting class and school rules, teaching self regulation behaviors and mindfulness, using the Olweus Anti-Bullying Program, and using Responsive Classroom.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 1

Goal 1: To prepare elementary school students to be ready for college and career after high school and to make sure they are socially just, by ensuring that all teachers provide rigorous, standards-based instruction at each grade level using best instructional practices and working to improve student outcomes and close achievement gaps. The Edison SPSA is designed to: 1) Support strong Tier I instruction in ELA, SLA, Math, and ELD, paired with differentiated instruction in the classroom, by providing professional development and supporting professional learning communities; 2) offer intervention as needed help vulnerable students meet grade level standards in reading and for ELs continue to progress toward reclassification standards; 3) Support teachers with coaching and professional development to use the Social Justice Standards and best dual immersion practices to provide instruction; 4) Offer parent support to raise achievement and improve student and family engagement.

## Identified Need

Edison set ambitious academic achievement goals in 2022-2023, predicting that the return to in-person schooling with fewer restrictions and a decrease in the number of Covid cases would allow the school to return to pre-pandemic rates of achievement -- or close to those rates. With in-person instruction, continued ELD intervention, and a school improvement plan that focused on developing student oral language of ELs through active learning strategies in classrooms, we also aimed for gains in the percentage of ELs that were able to meet or exceed grade level standards in English and Math. These program shifts, increased professional development, and observations in learning walks led us to believe that these were reasonable objectives. As a result, we set these objectives for 2022-2023:

- At least 85% of Edison 3rd graders, 85% of 4th graders, and 80% of 5th graders will be able to demonstrate advanced mastery or mastery in English Language Arts as measured by CAASPP scores; and
- At least 85% of 3rd graders, 85% 4th graders and 80% of 5th graders will be able to demonstrate advanced mastery or mastery in math on CAASPP.

At the time that the 2023-2024 SPSA is being developed, we cannot say with certainty whether or not these goals have been achieved/. Students are still in the process of taking the CAASPP. What we have as metrics, which MAY be a predictor of achievement, are Spring 2023 results on the Star English Reading and English Math assessments. This year SMMUSD shifted to districtwide use of the Star assessments as diagnostic assessments administered three times a year in English reading and math. This is Edison's first year using these assessments. The Star internal research studies indicate that their ELA and Math assessments, when using the California state norms, are highly predictive of students' achievement on the CAASPP. When Edison's CAASPP scores come back we will see if this holds true for Edison. As in adopting any new assessment, there was a learning curve for students in using these assessments and many children found the timed nature of the items to be a new challenge from their past assessments and the way they do classwork. Still, Star scores did grow over the administration of the assessments.

The Edison instructional model (dual immersion) is quite different from schools that offer instruction only in English and use these assessments. Edison needed to use a combination of the Star assessments in Spanish and English. And although there are state norms for the assessments in English, there are no state norms in Spanish. Because initial literacy instruction at Edison occurs in Spanish and Spanish language arts is part of instruction from Preschool through 5th grade, doing diagnostic assessments in two languages in reading/language arts and math three times a year created a heavy assessment burden and meant that Edison administered more assessments (at some grade levels, twice as many assessments) than did other SMMUSD elementary schools.

Edison administered the following:

1. Spanish Early Literacy Assessment in K and 1 and as students hit the required benchmarks on that test, they began to take the Star Spanish Reading.
2. Star Spanish Reading –K-1 students who tested out of Star Early Literacy and all students in grades 2-5.
3. Star Early Literacy Assessment in English for 2nd grade students.
4. Star English Reading for 2nd grade students who tested out of early literacy and all students in grades 3-5.
5. Star Math in Spanish – K-1 students who had tested out of the Spanish Early Literacy Assessment and all students in grades 2-5.
6. Star Math in English for all students in grades 3-5.

As we began to see results on these assessments, the students scores on the Spanish Assessments seemed higher than we were used to on other measures in Reading and Math. Conversely, the results on the English assessments seemed lower (in both reading and math) than past CAASPP scores, classrooms assessments and teacher observations indicated. In the upper grades, there were very large discrepancies between reported scores on the English and Spanish math tests . We initially chose to administer the Star Math in Spanish to grades 3-4-5, because Edison provides math instruction in Spanish and wondered if some of the scores on math tests in English were due to a mismatch between the students' language of instruction and the language of testing. Initially, it looked like the students were doing far better when tested in Spanish and it seemed that this might be the case. However, because there are no state norms for the Spanish math test, and there were such large discrepancies between Spanish and English scores on the same material, it didn't appear that the Spanish math test would be a reliable predictor of CAASPP math scores. To reduce the amount of instructional time devoted to assessment in the upper grades, we elected to stop using the Spanish math assessment in grades 3-5 for the Spring assessment. 1st and 2nd grades continued to take the math assessment in Spanish as they don't yet have the English reading skills needed to take an exam in English. It's important to remember at Edison that 2nd grade students are in their 1st year of reading in English, and at each subsequent grade level, Immersion students have had two less years of formal English reading instruction than have students in monolingual programs.

To set objectives for 2023-2024, we looked at each cohort of students and (when available) looked at their prior CAASPP scores and their Spring star diagnostic scores. Current 4th and 5th graders were the only two groups for which we had both CAASPP and Star scores in English Language Arts (ELA) and a math test in English with state norms. Scores in ELA were close – for 4th graders a 59% on the 2021-2022 CAASPP and a 60% score on the Star (indicating very little growth, but not regression). Current 5th graders scored 68% on the CAASPP when they were in 4th grade and a 76% on the Star this spring – possibly indicating growth of some 8 percentage points. This seems in line with what teachers observe. However, there were large differences in math – with current 4th graders having scored 73% on their math CAASPP test when they were in 3rd grade and 50% on their Spring Star. The difference for this year's 5th graders was even slightly more pronounced; 75% on CAASPP and 49% on Star. These scores do not seem to be in line with classroom assessments

and teacher observations.

Despite these concerns, we did elect to provisionally set conservative goals, using the Spring star test scores as predictors to set 2023-2024 goals. We took a cohort's average Star score and added a 5% growth prediction for the next year. When a grade level had no prior CAASPP scores or Star scores in English, we elected to look back to what third graders had scored on the 2021-2022 CAASPP (even though it was for a different cohort of children) and approximated that percentage as the goal for the cohort who will be 3rd graders in 2023-2024. However, because we do not yet have CAASPP scores, it's our first year with Star and in some grades the scores seem to teacher not to be accurate, stakeholders and Site Council understand that these goals may need to be adjusted when the 2023-2024 CAASPP scores come in.

The drop in EL scores may be partly explained by a change in policy so that ELs are now reclassified at multiple points throughout the year using diagnostic assessments instead of just the CAASPP and before the CAASPP rather than after the test as was the case previously. This change had the effect of removing the most capable English learners from the EL subgroup prior to the CAASPP. Demographic data cited elsewhere in this report, show a large decline in the EL population at Edison. While some families did need to leave the school However, these changes alone cannot explain the overall declines at certain grade levels and in some classes.

However, aside from the fact EL scores that may now be affected by reclassification protocols and concerns about the predictability of the Star, Edison is aware that gaps between subgroups (White and Latinx/Hispanic and ELs and children from SED families) have been increasing over the last few years – even before the pandemic. Edison took steps to address these gaps in prior SPSAs, identifying and addressing some likely reasons for these increasing gaps. For example:

- Edison implemented a systematic English phonics program in grades two and three, provided teachers with extended professional development and coaching in its implementation, and created phonics intervention for students who needed more instruction.
- Used the Guiding Principles for Dual Language Education and invested in schoolwide adoption and professional development of Responsive Classroom to promote a common set of practices in a school where senior teachers were retiring and being replaced with newer teachers. One-third of Edison's current teachers have joined faculty within the last five years and in 2023-2024 that percentage will rise to 44% with two veteran teachers transitioning to new roles.
- Created School Improvement Plans that focused on English learners and increasing the amount of oral language and active learning strategies in the classrooms. The plans were built around the research and implementation rubrics in CAL's Guiding Principles, focusing Instructional Principle 3: Student Centered Instruction; Key Point A: Active Learning Strategies.
- Made each class's weekly instructional schedules – including designated ELD time – available for parents to increase transparency in ELD instruction.
- Allocated resources to expand the reach of the district's afterschool tutoring program for Tier III students to ELs whose ELA scores placed them in Tier II – not quite as far below standards, but still not without the ELA scores necessary for reclassification.

However, the pandemic definitely made progress more difficult. Absenteeism increased significantly. Students responded to distance learning in very different ways depending on their family's ability to provide a consistent and supervised space for learning with good access to devices and the internet. Even though SMMUSD provided the loan of laptops and modems when needed, absent cable access to the internet, reception could be spotty and unreliable for families relying on dial up



connections with modems. Many students were able to demonstrate academic growth. However, others had a hard time with the isolation from peers, experienced emotional fall out from family stressors, and missed the social emotional development that happens when children learn together and problem solve with peers. Some of our English Learners had substantially less exposure to the English language than they would have had if they were in school. As we continue to attend to students' instructional needs, we are also continuing mandatory Social Emotional Learning blocks and professional development in Responsive Classroom so we can continue to carry out effective SEL.

Data from the 2021=2022 CAASPP summarized elsewhere in this report show that while Edison's overall scores compared to state norms can be considered very high in English and high in Math, there are significant gaps between the scores of White students and the scores of English Learners, children from socioeconomically disadvantaged families. A bright note in the 2021-2022 CAASPP ELA data include the fact that Hispanic/Latinx and students with disabilities had scores in the high range and even though subgroups had lower scores, they were all over the state norms. However, in math overall scores were only in the high range -- with Whites in the very high range and Latinx/Hispanic students in the high range. However, the three other subgroups were only rated in the medium range and their average scaled scores were all slightly below the state score for meeting standards. If the Star math assessment in English turns out to be a good predictor, those scores are also substantially lower than ELA scores. A continued focus on English Learners (which has significant overlap with Edison's SED population) and a focus on our weaker curriculum area (math) seem indicated based on our data and lived experiences.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star English Reading, Star Math (English), CAASPP ELA and Math Assessments	<p>ELA</p> <p>2021-2022 CAASPP % by grade that met or exceeded standards at the end of last year: 59% of current 4th graders; 68% of current 5th graders. No 2021-2022 CAASPP scores for current 3rd graders as they were in 2nd grade at that time.</p> <p>Spring Star Scores in ELA; percentage meeting or exceeding ELA Standards Current 3rd graders 78%; Current 4th graders 60%; Current 5th Graders 76%.</p> <p>MATH</p> <p>2021-2022 CAASPP % by grade that met or exceeded standards at the end of last year:</p>	<p>By the end of the 2022-2023 school year, the percentage of students overall by grade level who have met or exceeded ELA standards on the CAASPP will be at least: 65% of 3rd graders, 83% of 4th graders, and 65% of 5th graders</p> <p>By the end of the 2022-2023 school year, the percentage of students overall by grade level who have met or exceeded MATH standards on the CAASPP will be at least: 70% of 3rd graders, 62% of 4th graders, and 55% of 5th graders</p> <p>*NOTE: These goals may be revised after review of 2022-2023 CAASPP data</p>



Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>73% of current 4th graders; 74% of current 5th graders. No 2021-2022 CAASPP scores for current 3rd graders as they were in 2nd grade at that time.</p> <p>Spring Star Scores in ELA; percentage meeting or exceeding MATH Standards Current 3rd graders 57%; Current 4th graders 50%; Current 5th Graders 49%.</p>	

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

### Strategy/Activity 1

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

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

Students in 1st and 2nd grades identified as having Tier III reading skills (fall and winter). Depending on number of eligible students, services may be expanded to Kindergarten students in the spring, or to 3rd grade EL students whose low Spanish reading skills are making it difficult for them to access the curriculum in Spanish. Students will be identified based on reading level in Spanish as measured by Spring Star Scores and spring reading levels as measured by 1:1 reading assessment using Fountas & Pinnel.

#### Strategy/Activity

**TIER III READING INTERVENTION SUPPORT IN SPANISH**

Edison will offer Tier III Reading Intervention Support in Spanish for lagging readers in 1st and 2nd grade to ensure that they have grade level Spanish reading skills by the end of 2nd grade and are able access grade level instruction conducted in Spanish and be ready to add reading instruction in English. These services will be provided by Edison’s Language and Literacy Interventionist with the assistance of trained Bilingual Instructional Assistants. The Intervention program will use the Benchmark Intervention Curriculum so that it is aligned to the Tier I instruction they receive in the classroom. Services will be provided on either a push in or pull out basis in small groups. Students will be progress monitored every 4-6 weeks with reports provided to teachers and parents and when they reach benchmarks they will be exited from the program. Interventionist will provide periodic summary reports to the School Site Council and SLT as requested, provide training workshops in early literacy to parents, and offer parents of students in the intervention program with opportunities to observe instruction as a means of coaching for support at home. If numbers of eligible students in grades 1 and 2 allow, services may be extended to Kindergarten students in Spring semester or select 3rd grade students whose Spanish literacy is not well enough developed for them to easily access 3rd grade texts in Spanish. Students will still receive Tier I direct reading instruction and Tier II differentiated support from their classroom teachers. Reading intervention is

a supplement to the core academic program. Eligible students will be identified by Star Spanish Reading scores and F&P Reading Assessment (both in Spanish).

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
	Site Formula Funds 4000-4999: Books And Supplies Instructional Materials and supplies for intervention program -- teacher and BIAs

**Strategy/Activity 2**

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

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

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

**Strategy/Activity**

Provide personalized on-line learning programs that will allow students to practice and extend reading and math skills in the classroom and at home. Regular use of these programs will be programmed into weekly instructional schedules as follows:

Kid-Biz/Achieve 3000 for leveled non-fiction reading and writing in both Spanish and English for 3rd-5th grades, used at least 50 minutes per week.

Lexia Core 5 for support with English Language Arts for all 2nd-3rd graders and 4th and 5th grade Tier III/EL students for at least 40 minutes per week;

Dreambox Math for all students K-5 to strengthen students' math skills to be used at least 50 minutes per week. Dreambox is provided to all schools through SMMUSD.

Learning A to Z/Raz Kids for students K-2 to provide all students in those grades with leveled fiction reading in Spanish and English, to be used at least 50 minutes per week.

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
10,000.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies

	KidBiz/Achieve 3000 - Annual subscription to English and Spanish leveled non-fiction reading program for grades 3-5
12,000.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Annual subscription for Lexia Core 5 Reading Support (grades 3-5)
5,000.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Annual Subscription for Raz Kids

### Strategy/Activity 3

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

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

Students in Grades 3-5 who have Tier III scores in ELA and ELs in grades 4-5 who are in danger of not meeting reclassification standards. Students will be identified based on reading level in English as measured by Spring Star Scores and 2022-2023 CAASPP ELA Scores

#### Strategy/Activity

##### TIER III READING INTERVENTION SUPPORT IN ENGLISH

Edison will offer Tier III Reading Intervention Support in ENGLISH for lagging readers in 3rd-4th-5th grades to ensure that they have grade level English reading skills and are able effectively access grade level content instruction conducted in English. These services will be provided by Edison's Language and Literacy Interventionist and may be supported by a trained Bilingual Instructional Assistant. The Intervention program will use the district-approved English reading intervention materials including SIPPS, LLI, and E3D. Services will be provided on a pull out basis in small groups. Students will be progress monitored every 4-6 weeks with reports provided to teachers and parents and when they reach benchmarks they will be exited from the program. Interventionist will provide periodic summary reports to the School Site Council and SLT as requested, provide training workshops for parents in supporting reading at home. If numbers of eligible Tier III students in grades 3-4-5 allow, services may be extended to Tier II EL students. Students will still receive Tier I direct reading instruction and Tier II differentiated support from their classroom teachers. Reading intervention is a supplement to the core academic program. Eligible students will be identified by Star English Reading scores and 2022-2023 CAASPP Scores..

#### Proposed Expenditures for this Strategy/Activity

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

#### Amount(s)

500.00

#### Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Instructional Supplies

### Strategy/Activity 4

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

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

All Students

Strategy/Activity

Provide funds to allow for replacement books for literature sets and repair of damaged books.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies  
Replacement books for literature sets and repair of damaged books.

500.00

Site Formula Funds  
4000-4999: Books And Supplies  
Basic supplies allocation for library

### Strategy/Activity 5

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

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

All students

Strategy/Activity

Provide adequate classroom and office supplies to support high quality instruction, preparation of instructional materials, special projects, and regular operations of office functions. Edison allocates supplies on a budget of \$400 annually per full-time classroom teacher or other FTE employee. Allocations include 20 FTE teachers, 1.0 FTE Interventionist; 3 FTE SAI Teachers and SLP; .5 FTE Psychologist, 1 FTE Counselor, 1 non-classroom Cotsen Mentor = 27.5 FTE = Approximately 11,000 as staff who do not directly support students have reduced allocations; Additional funds in this line item support schoolwide supplies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

20000.00

Source(s)

Site Formula Funds  
4000-4999: Books And Supplies  
Annual Supplies Allocations for School  
(teachers and general supplies)

## Annual Review

## SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

Overall the SPSA was implemented as designed, with monthly implementation reports provided to Site Council. We saw a record number of English learners reclassified this year (17 students) and many were able to be exited from intervention programs before the end of the year. Spanish Star Reading scores

1. **READING INTERVENTION PROGRAMS:** The Spanish and English reading intervention programs supported by the 2022-2023 SPSA operated all year, serving Tier III students in Grades 1-5 and ELs in 4th and 5th grade in danger of not meeting reclassification standards. In second semester, the program was expanded to also serve Tier II English learner students in grades 2-3, identified by their Spanish reading scores and Tier III students in Kindergarten. Some district staffing changes at the beginning of the year resulted in Edison being able to extend the hours of the Reading Interventionist funded by the school's Title I program from .54FTE to .8 FTE without an additional cost to the Title I program. With additional time, she was able to take over some of the 2nd and 3rd grade reading intervention groups and even serve some Tier II students. The school scheduled its instructional assistants such that there were four hours per day dedicated to Intervention support – which allowed for 1:1 and smaller group support for students who were not progressing quickly enough and allowed for expansion of the program in to kindergarten in the spring. For the Spanish Reading Intervention Program -- Tier III students in first and second grades were identified based on scores on fall Star Spanish reading assessments and invited to receive supplemental reading services. Some low-scoring Tier II students were also identified in consultation with their classroom teachers. Our target audience were English learners with Tier II scores in Spanish who also were not scoring well in English. The English Reading Intervention and EL Support Program was operated primarily by our District-funded LLI, although she passed some of the 2nd/3rd grade English intervention classes to the Title I reading interventionist because the district allocated .5 FTE of her time to work as the school's Academic Coach. The program still served all of the eligible students in grades 3-5 with small group pull-out instruction. The Reading Intervention teachers did regular progress monitoring to determine student progress and needs. When student progress and scores moved them from Tier III to Tier II where they could benefit from differentiated reading instruction in the classroom, they were exited from the program. They were replaced by other students whose progress had stalled. The effectiveness of the Spanish intervention program is also reflected in the Star Spanish Reading Scores. 1st grade data indicate that 100% met district benchmarks, 87.7% of second graders were at or above standards, and 78.3% of 3rd graders. If these scores are correct, far fewer students will need intervention support in Spanish next year compared to the number who qualified this year.

2. **ADAPTIVE LEARNING PROGRAMS IN READING AND MATH:** The adaptive learning programs we had planned to subscribe to were purchased and used. Lexia was expanded this year into 4th and 5th grades and it proved to be a useful tool. What we did find is that with the district providing Dreambox Math to all classrooms and asking for 50 minute per week use of the program, teachers found it hard to find enough classroom time to provide the recommended number of minutes for all programs during the school day. Given the fact that not all homes have reliable internet access, use of the programs at home was optional. Many families did have their students work at home on ST Math, Raz Kids or Kid Biz and it provided those students with extra practice.

Professional development was provided during banked time to help teachers learn to use and monitor student use of Dreambox Math -- our newest program.

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

1. **READING INTERVENTION:** As described above, staffing changes made by the district caused us to split reading services a little differently between the Title I funded reading interventionist and the District-funded LLI. We were able to serve all eligible students and even expand the services to reach kindergarten students with an instructional assistant and also serve some low-Tier II students. Edison had budgeted a .54FTE reading intervention teacher and the district offered a .5FTE position. Since the staff member holding this position was only able to work .8FTE, applying the district funding for .5 FTE allowed us to reduce the Title I expenditure from .54 to .33 FTE. Given the lower than predicted number of students who met the Tier III criteria for intervention services, we were actually able to serve all eligible students and even incorporate some low Tier II ELs.

2. **PARENT WORKSHOPS ON READING AND MATH:** These did not occur as planned primarily because of other demands on staff. While the Spanish reading interventionist would have extended her day when she was only working .54 FTE, she could not when she began working as a .8 FTE teacher. While additional compensation was offered to other teachers to conduct workshops, none felt that they had the time to do so this year. This was a weakness of our program this year and we are already talking with PTA about partnering with some outside groups to provide these workshops if our staff cannot. We also have some recorded workshops from the 2020-2021 year for early readers that we will try to re-package and use next year as part of other work with parents.

3. **SCHOOL IMPROVEMENT PLAN (SIP):** The SIP was slow to get going in the fall. The SLT had decided on a focus and professional development schedule in the spring of 2022, but upon further reflection did not believe that the focus was clear enough. We still met as planned, but took the first inquiry cycle to look at student data, review the Guiding Principles, and work on a tighter and more unified focus – selecting three active learning strategies to lead to greater student talk and engagement. Discovering as we worked in our SLT that we had a lot of horizontal and vertical variation, we also reworked our inquiry cycles to dedicate the last cycle for grade level curriculum mapping for the 2023-2024 school year. Each grade level PLC is following a standard template and working on horizontal and vertical alignment and is working with our Instructional Coach. By re-working our meeting times, shifting more to times that teachers were already paid to be on campus, donating some committee time, and strategic use of hourly-rate pay, we were also able to create space in our budget to have six Lesson Links, by grade level. These were very highly valued by participants. Having a district funded part-time Coach who focused mainly on our PLC work and data analysis, made a huge positive impact on the SIP and our PLC work. She was able to meet with most PLCs to support their work, support the work of the SLT, organize and support Learning Walks and Lesson Links for all grade levels, and is meeting with each grade level to support curriculum mapping for 2023-2024. The district was able to provide Edison with an additional \$5,000 in support from LCAP funds, so some aspects of the plan that were going to be supported with Title I funds did not need to be.



4. SUBS FOR ASSESSMENT: Given the amount of time that students were assessed this year at all grade levels, worked to reduce the amount of time teachers were subbed out of the classroom to administer 1:1 reading assessments. Interventionists and Special Education Teachers served all the students they worked with (all the Tier III students and some Tier II students) leaving the teachers to assess Tier II students. Since the purpose of the assessment is to match students who are reading below grade level with accessible books for differentiated instruction, there was no need to assess students who were already reading at grade level. Further, we elected to eliminate year end assessments in both languages for grades 4 and 5 since we now have the Star Spanish Reading, the Star English Reading and the CAASPP to provide us with this information. This cut down on the overall number of sub days we had planned for and the amount of time teachers were out of the classroom.

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

1. ADAPTIVE PROGRAMS: While each of the on-line programs that we subscribed to have a great instructional niche, there is a finite amount of in-person instructional time and much content in an immersion program to address. The various computer programs we made available were also used at the teacher's discretion, resulting in varying degrees of use across classrooms. Finally, they also added to the screen time that children were exposed to during the school day. Upper grade students already use their chrome books and google classroom to do writing assignments and if they had implemented all the adaptive programs as recommended, they would not have had enough time for live and interactive instruction. For the 2023-2024 plan, we have decided to let go of ST Math, Discovery Education, Learning Patio and Scholastic magazines. We will be limiting Raz Kids to grades K-2 and asking for a 50 minute per week commitment from all teachers. We are purchasing Kid Biz only for grades 3-4-5, and requiring 50 minutes per week of use. Lexia Core will be limited to grades 2-3 (and support for Tier III students in 4 and 5); 2nd and 3rd grades are asked use this program for 40 minutes per week. The district is providing Dreambox Math for all grade levels and requiring 50 minutes per week of use. With the loss of Title I funds for 2023-2024, the Edison PTA has offered to pay for Lexia, KidBiz, and Raz kids at the above recommended grade levels. We will build professional development with all four required programs into our banked time schedule.

2. READING INTERVENTION: With the loss of Title I funds and the district elimination of Instructional Coaches, we will have 1 FTE Language and Literacy Interventionist. Edison intends to continue to schedule BIA time to assist with reading intervention. The LLI will be using the newly purchased Benchmark Intervention program in Spanish for work with 1st and 2nd grade students. This program is aligned to our Benchmark reading adoption. The English reading intervention programs will be supplemented with English leveled books aligned to science standards/units to allow for the development of more content-based ELD. Other district-approved English intervention materials will continue to be utilized. Services for Spanish reading intervention may be delivered on a push in or pullout basis depending on staffing and schedules.

3. AFTERSCHOOL TUTORING SUPPORT: Assuming that we are fully staffed with instructional assistants in the fall, we will be able to begin the afterschool tutorial program in the fall and offer more weeks of service to students.



4. **SUBS FOR 1:1 READING ASSESSMENT:** We will no longer be providing this support next year and given the availability of the Star Reading Assessments, we are moving away from using F&P reading levels for anything other than matching students to text. Interventionist and SAI staff can continue to use the assessment with their students and teachers can assess Tier II students in the classroom.

5. **PARENT WORKSHOPS:** While we no longer have separate funding for parent workshops we will work with PTA to identify outside providers for workshops and work with staff to try to record some classroom lessons that can be used as examples to show parents more about how reading and math are taught.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 2

To provide a rigorous and standards-based program for English Learners including both designated and integrated ELD to increase the percentage of students in 3rd through 5th grade who advance on the ELPAC, achieve grade level standards in English and meet reclassification criteria by the end of 5th grade by providing professional development for teachers, opportunities to work together in professional learning communities (PLCs), and by offering intervention support for lagging learners.

## Identified Need

**IMPROVING ACHIEVEMENT OF ELs IS AN HISTORICAL PRIORITY FOR EDISON:** Since its inception as a language academy and school of choice 37 years ago, Edison has prioritized increasing academic outcomes for English Learners and working to help them meet English proficiency standards before leaving for middle school. Edison was reconstituted as a dual immersion school in large part to provide an equitable pathway to biliteracy and school success for English learners. English Learners (ELs) have always been a very high percentage of the Edison student population. Over the years, the neighborhood surrounding Edison and the population of ELs it serves have changed significantly. Initially, many families in the neighborhood surrounding Edison had children who either were foreign born or who were US-born children of immigrant parents. These students had a range of levels of English proficiency when they entered school and during a time when preschool attendance was much less common, many children came to school directly from Spanish speaking homes with little or no contact with English prior to beginning school in Kindergarten. Over time, as Santa Monica and the neighborhood surrounding Edison has gentrified and preschool became more easily accessible, the percentage of new students who are English learners and their language proficiency have shifted. Now only about 50% of new students are Spanish speakers, and that population is split between children who are already bilingual (27% IFEPs) and English Learners (31%). Most children have now been to preschool or TK – including those who come through the pathway of Edison Seaside Preschool and Edison Bridges TK. Even though those two programs provide 90% of instruction in Spanish, the mere fact that 50% of their classmates are English speakers exposes them to a lot of informal English. Further, there is a much smaller range of levels of proficiency in English, with far more children having at least intermediate English skills on entry. Most children who have beginner levels are recent immigrants from Latin America. And while the EL population also overlaps significantly with the population of families with SED status, there are also now more ELs who have parents who are already bilingual and who are not SED.

**PROGRESS AND THEN RETREAT:** Over the last two decades in particular, the school has made good progress in narrowing gaps between English Learners and the overall Edison population. Scores for ELs climbed from among the lowest in SMMUSD – overall and among ELs – to scores that earned the school consistent awards for narrowing academic gaps. Edison received multiple awards from the California Department of Education's Title I program for exceeding state scores for low-income and EL students. It was recognized in 2016 as a National Blue Ribbon Public School,

recognized in 2018 and 2020 as a California Distinguished School, and has nearly a decade of Honor Roll awards from the Education Results Partnership as a gap closing school. However, despite steady progress on closing achievement gaps (narrowing to within ten percentage points at 5th grade by 2017-18), beginning with 2018-2019, CAASPP achievement data gaps began to grow.

**CHANGES IN RECLASSIFICATION TIMING:** The drop in EL scores may be partly explained by a change in policy resulting in the reclassification of ELs at several points during the year before students take the CAASPP whereas for many years reclassification only happened after the spring CAASPP administration. This change had the effect of removing the most capable English learners from the EL subgroup. Now, those who are still ELs by testing time are those who were not yet proficient enough to meet reclassification criteria. By definition, they had not yet achieved English proficiency and/or had overall academic achievement in English and Math that was not yet strong enough to meet criteria for reclassification. Also, until 2021-2022, there were no alternate reclassification criteria for EL students with IEPs whose disabilities may have affected their ability to reach acceptable scores on standardized tests. So, changes in reclassification criteria and new changes in alternative reclassification criteria make it challenging to interpret longitudinal reclassification data and to understand whether recent scores for ELs on achievement tests are really an indication of a drop in scores or more a reflection that the criteria for being included as an EL has changed.

**POSSIBLE PROGRAMMATIC REASONS FOR DECREASES IN SCORES:** Edison explored various possibilities that the decrease in scores for English learners could be due to program or staffing weaknesses, and during the reflective needs assessment process of developing the SPSA over several years, considered and addressed other possibilities, including: 1) staffing needs caused by retirements and hiring of new immersion teachers or the need for more coaching and support at some grade levels; 2) a need for greater horizontal and vertical articulation in the area of ELD; 3) possible weaknesses in the English phonics program used in 2nd and 3rd grade when immersion students are first beginning to read in English; 4) a possible need for targeted professional development in ELD for all staff to strengthen Tier I instruction and develop content-based ELD instruction integrated with other classroom instruction; 5) the need for more coordination between special education and general education teachers so that ELs with IEPs are still receiving consistent designated ELD as part of their program; 6) possible additional parent outreach and information so that parents of young ELs become strong readers in their native language and ready to transfer those skills to English; 7) a possible need for additional ELD and academic interventions for upper grade ELs who appear to be “stuck” on their reclassification journey.

Before the Covid-19 pandemic hit, the school had already responded to concerns about a possible growing gap with targeted professional development, shifts in staffing assignments, work on an ELD scope and sequence, incorporation of Special Education staff into the SLT and supporting grade level planning that included SAI teachers, and piloted changes in English phonics instruction in 2nd grade and 3rd grade. We also learned from parent surveys and from requests to the Edison community support network, that many families of English learners were particularly hard hit by the closures and distance learning. Many families worked in some of the most vulnerable industries and suffered job and housing loss, limited access to health care, less reliable access to broadband internet access, and less access to child care to supervise children and their learning while parents worked. Other EL families needed to relocate during school closures to live with family – sometimes in other states and/or out of the country. While parent surveys and dialogue at monthly ELAC meetings during distance learning let us know that EL parents were very concerned and trying their best, but that they were very concerned about the possible academic effect on their children. Others also let us know that during the isolation of the pandemic, their children lost access to English speaking peers and lived in a mostly Spanish speaking family environment – causing parents to worry about possible setbacks in their children’s English acquisition.

RECENT DATA: While year-end data from 2020-2021 and initial fall diagnostics in 2021-2022 indicate that Edison had little overall learning loss, the data also indicated that the pandemic and distance learning had widened the achievement gap between ELs and the overall student population. It was challenging to determine the full extent of gaps because administration of the CAASPP was suspended for two years. Interruptions to the SIPP program during distance learning and the need for refresher professional development upon return to school meant that some ELs went on to 3rd and 4th grade without a strong phonics foundation. With the 2022-2023 school year, all 2nd and 3rd grade teachers implemented SIPP and we are hoping that this foundation will result in stronger year-end English reading skills for all. Preliminary indications using the Star spring data are encouraging – 88% of second graders and 78% of third graders scored at or above standards in ELA. We will see if that carries over to the 3rd grade ELA scores on CAASPP. Seventeen Edison EL students -- mainly in grades 3-5 -- met reclassification criteria this year.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math Scores ELPAC Scores Star English Reading Scores Alternate Reclassification Criteria (for students with IEPs) Teacher assessment of readiness to reclassify	<p>State English Language Progress Indicator for 2021-2022 shows that 48.5% of Edison ELs were making progress toward English proficiency.</p> <p>It also indicates that 36.1% decreased by one level and 35.1% maintained a Level 4.</p> <p>CAASPP ELA 2021-2022 - ELs scored at the medium range with only 1.8 points above standard -- the lowest score for any of the subpopulations</p> <p>CAASPP Math 2021-2022 - ELs scored in the medium range but were 6.0 points BELOW standard -- the lowest score of any of the subpopulations</p>	<p>At least 50% of Edison students that scored a 1 or 2 on the 2022-2023 CAASPP will move up at least one performance band on their CAASPP exams in 2023-2024 in ELA and Math. The majority of students with scores at 1 and 2 are students who are English Learners, from Families that are Socio Economically Disadvantaged, or students with learning disabilities.</p> <p>At least 60% of English Learners in grades 4 and 5 will meet Reclassification Criteria by the end of 2023-2024 as measured by their scores on ELPAC, CAASPP, Star Scores (or alternate reclassification criteria in the case of students with IEPs), and teacher assessment.</p> <p>The percentage of English learners making progress toward English proficiency will rise from 48.5% to at least 60% on the ELPI.</p>

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

## Strategy/Activity 1

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

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

English Learners with Tier III or Tier II scores in upper grades

### Strategy/Activity

ACADEMIC TUTORIAL SUPPORT -- To provide additional tutoring and intervention support for up to 20 Tier III English Learner students who need support with English language, math or reading skills and do not qualify to participate in district tutoring interventions. The program seeks to serve first those students who are not already receiving intervention programs or coming before school for English language interventions. The district eligibility for participation in its Academic Support Program (tutorial support) is students from SED families who are also Tier III in reading or math. The Edison program is designed to extend the reach of tutorial services to additional English Learners. Support will be targeted to prioritize 5th, 4th, and 3rd grade students. If there is available space, eligibility can be extended to Tier II English learners at these grade levels who are not receiving other support and whose diagnostic scores indicate risk of not meeting grade level standards and then to 2nd grade Tier III EL students. Services will be provided after school from one to four days per week (M-Th) depending on student need and availability. The program will provide tutoring support in math and writing and access to Dreambox Math, KidBiz/Achieve 3000, and Lexia Core.

Tutoring will be provided in person on the Edison campus using our trained Bilingual Instructional Assistants and serving students in small groups. There are no salary costs for the BIAs -- the tutoring program is worked into their regular schedule.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

600.00

Source(s)

District LCAP Funds  
1000-1999: Certificated Personnel Salaries  
Approximately 8 hours of training and oversight by LLI.

## Strategy/Activity 2

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

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

Professional Development for all teachers to benefit all students

### Strategy/Activity

LESSON LINK: This is a highly impactful professional development practice that organizes teachers at one grade level (assisted by a facilitator) to develop a math lesson employing the student engagement strategies being worked on in the SIP. The teachers craft the lesson together

and then it is delivered by one teacher and observed by the facilitator and the other two teachers who observe student interaction with the lesson and make notes about possible improvements. The entire team debriefs, modifies the lesson with suggested improvements, and then the revised lesson is taught again by the next teacher. The process repeats until all three teachers have taught the lesson with improvements made after each implementation. The result should be a tight lesson that can serve as a model and stronger understanding and alignment in each of the three classes. The proposed facilitator for these Lesson Links is either the Math Teacher Leader (MTI) or the Language and Literacy Interventionist (LLI) --or some combination. Six Lesson Links would be conducted -- one at each grade level and scheduled as early in the year as possible. Because substitutes are used to cover the classes of the grade level participating in the Lesson Link, 18 sub days are needed over the course of the year, + 6 for the facilitator. Facilitator for Lesson Links = 6 days (MTL? LLI? combination?)  
 3 teachers per grade level x 6 lesson links = 18 sub days + 6 for MTL = 24 days  
 24 x 277.57/day = \$6,661.68 - Cost for Lesson Links

**Proposed Expenditures for this Strategy/Activity**

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

Amount(s)	Source(s)
3244.80	District LCAP Funds 1000-1999: Certificated Personnel Salaries Sub costs to release teachers for Lesson Link
3416.88	Stretch Grant (Ed Foundation) 1000-1999: Certificated Personnel Salaries Sub costs to release teachers for Lesson Link

**Strategy/Activity 3**

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

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

All Students -- Especially EL's

**Strategy/Activity**

**SCHOOL IMPROVEMENT PLAN (SIP):**

Edison will increase student-centered instruction and improve math achievement by helping teachers use a broader repertoire of active learning strategies and working to increase sustained student talk during mathematics instruction.

With input from students, teachers use a variety of active learning strategies in mathematics instruction to meet the needs of diverse learners.

Teachers strategically incorporate ongoing formative assessment to determine ways that instruction may need to be altered.

Students are routinely engaged in meaningful activities that require sustained language use in one or both program languages to ensure high levels of oral and written language development and growth of academic vocabulary

Teachers support the development of academic language with math language reasoning routines.



**ORGANIZATION OF SIP:** Each grade level is organized into a professional learning community (PLC) that will meet at least 3x per month in the primary grades and 6-8 times per month in the upper grades. Banked time, district music time (grades 3-4-5) and hourly rate compensation for after school meetings (Grades K-1-2) will be used to make this possible. Teachers will not be subbed out from class for these meetings. Each grade level leader is a delegate to the School Leadership Team (SLT) which will meet at least monthly to coordinate grade level work, plan the professional development calendar to meet needs identified by the PLCs, and report back to the full faculty.

Banked Time: Average of 140 minutes per month of PLC Time (one full meeting and 50 min of a second meeting) -- no additional cost

3rd, 4th and 5th Grades – No additional meeting costs – all music time for PLCs

K-1-2 Meetings – Teachers 4 (TK-K), 3 1st, 3 2nd = 10 teachers x 9 meetings x \$75.07/hr = \$6,756.30

SLT – All after school meetings are considered committee service (SLT serves on only one committee) – Up to 14 meetings per school year

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

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

Amount(s)

6,756.30

Source(s)

District LCAP Funds  
1000-1999: Certificated Personnel Salaries  
Support for compensated time for K-1-2 grade levels to participate in PLC work on cycles of inquiry in the school's SIP Plan

### **Strategy/Activity 4**

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

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

Strategy/Activity

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

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

Amount(s)

Source(s)

Title I 2021-22 Allocation  
4000-4999: Books And Supplies  
Implementation materials and supplies for SIPPS

## **Annual Review**

## SPSA Year Reviewed: 2022-23

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

### ANALYSIS

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

**TUTORING PROGRAM:** We were not able to begin the program in the first semester because we had a vacant BIA position and had difficulty hiring new staff. But once the vacant BIA position was filled, we were able to start the program mid-year. There were fewer students eligible for services than in the past year and some students were already receiving interventions both before and during school and were not ideal candidates for more intervention afterschool. Since we were beginning mid-year, many students already had other commitments after school, so we elected to be flexible about days of attendance and offered students between 1-4 days per week of tutorial services after school. The LLI oversaw the program and trained the BIA delivering the program. He provided math support and access to KidBiz and Dreambox Math and the consistent use of both programs supplemented what the students were able to access at school. On Wednesdays, we were able to bring in two other BIAs and offer small group tutorial support.

**PARENT WORKSHOPS:** Staffing issues impacted our ability to offer the planned parent workshops and they did not occur as planned. The Title I Reading Interventionist who was going to deliver the workshops was asked to work more hours to free the LLI to also take on Academic Coaching duties. That meant that she went from a .54 FTE position to a .8 FTE position. She had only intended to work part time and wasn't able to take on extra hours in the evening, leaving her with no time for the parent workshops. The District LLI would have taken on that task, but she worked extra hours to support the afterschool tutorial program and the SLT. We were unsuccessful in identifying other teachers who could deliver the workshops.

**SCHOOL IMPROVEMENT PLAN:** Last year's SIP was primarily implemented as designed, with some changes made to more tightly focus the program and provide a planning and reflection cycle at the beginning and end of the inquiry cycles. The narrower common focus on specific engagement strategies allowed us to more effectively provide professional development that met the needs of all PLCs during banked time. By aligning our banked time calendar to dedicate one or two Wednesdays per month to PLC work and utilizing music time and some paid hourly-rate time afterschool, the PLCs met much more regularly than they had in past years -- averaging 3x per month in primary and 6 times per month in the upper grades. Learning Walks, informal observations and a staff survey indicated that the targeted active learning strategies were regularly in use in all classrooms. This resulted in less teacher talk and more student talk and supported oral language practice during lessons. All grade levels did maintain a focus on monitoring the effects of these interventions on English Learners and saw growth in how students were able to respond to prompts, cite evidence and use academic language. and utilize the last cycle of the year for guided curriculum mapping for 2023-2024.

**IMPLEMENTATION OF SIPPS --** The phonics program was fully and effectively implemented in grades 2 and 3 this year with monitoring and support from the Instructional Coach. Slide decks purchased from Teachers Pay Teachers helped teachers to implement the program without having to make materials. The LLI offered a follow up intervention using additional SIPPS lessons for students who had not met all the phonics objectives.



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

**TUTORING** – Because of a staff vacancy that was not filled until near the end of the calendar year, the tutoring program did not operate in fall semester. Additionally fewer students were eligible for the program since many were already being provided with before- and in-school intervention support. The LLI overseeing the program needed to spend less time on training and oversight. As a result, the expenditures for this program were much less than anticipated.

Site Council was able to reallocate these funds to support another initiative that would improve achievement for EL students. We elected to enroll several teachers in the BeGLAD on-line program to earn GLAD certification over the summer and next fall. Funds were used to pay for registration; teachers are contributing the time and some professional development next year to share the language acquisition strategies they are learning. One Kindergarten teacher, the entire first grade team, and a second grade teacher are taking the course in Spanish and will focus on Spanish Language Acquisition strategies. The LLI and one third grade teacher are taking the course in English to focus on English Language Acquisition.

**PARENT EDUCATION WORKSHOPS** – As explained above we were not able to implement these workshops in 2022-2023 due to staffing issues.

**SIP PLAN** -- Over the course of the year the SLT decided to make some changes to the SIP plan. These changes were reported to Site Council and Site Council approved the re-allocation of funds that arose from some of the decisions.

The following were differences between the SIP as planned and as executed.

1. Focus of the SIP – The focus was narrowed to focus on specific student engagement strategies and follow the Guiding Principles for Dual Language Instruction. We continued to leave the curriculum focus up to the grade levels. Some worked on academic language, others on supporting student's ability to write using evidence-based arguments, and some worked on helping students learn to cite evidence in analyzing reading.
2. Reduction in Sub Time and Additional Funds from the district -- By making more extensive use of banked time, upper grade music time, and donated time for committee service, we were able to reduce sub time. The district was also able to provide an additional \$5,000 beyond what we had initially planned for to support the PLCs and SLT. The additional funds and the reduction in sub time had the effect of fewer disruptions to instruction and allowed us to re-allocate funds to add Learning Walks and Lesson Links to the SIP Plan. The addition of Lesson Links to the SIP was very positive and was highly rated by all participating teachers. Not having to expend all the funds we had budgeted for subs also allowed Site Council to reallocate funds to bring a Kagan Cooperative Learning Institute to all teachers at the end of the school year – this expanding their repertoire of active learning strategies to increase student language use and engagement.
3. Designating the last inquiry cycle for curriculum mapping for 2023-2024. -- We had planned to do this in the summer and to offer teachers compensation for their time. However, sometimes not all members of a grade level are available in the summer and the planning can be uneven. In the summer we also do not have a facilitator to work with the grade level PLCs to work on horizontal and vertical articulation. Because we could use music time for 4th and 5th grades and the Academic Coach served as the facilitator without needing a sub, we were also able to save substantial fund by making this shift to May and June. Site Council elected to use the resulting funds for professional development for SLT members and some of our newer teachers. Eight staff members, including the principal, assistant principal, two first grade teachers, the math teacher leader, two newer 4th grade teachers, and a new 5th grade teacher will all be attending the annual conference of the Association of Two-Way and Dual Language Education (ADTLE) in late June. These individuals will contribute to professional development in the 2023-2024 school year.

**SIPPS PROGRAM:** This program was implemented as designed this year. The scope and sequence we developed last year for English phonics instruction and ELD, which split some of the content second and third grades will be applied to the 2023-2024 curriculum mapping that PLCs are currently doing.

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.

Edison will not have Title I funding this year and it has a reduced Education Foundation Stretch Grant. It is slated to receive a \$10,000 allocation from district LCAP funds with the possibility of an additional \$5,000. Goal 2 activities will largely be offered through LCAP funds, a small bit of Stretch Grant funds, and other services will be supported through core funding and staff allocations.

**TUTORING** – Assuming no staff vacancies, tutoring will be offered after school M-Th for the full year, operated by BIAs and overseen by the LLI.

**PARENT EDUCATION WORKSHOPS** – Will be developed in conjunction with the PTA and we will seek outside consultants or organizations to deliver the workshops. We will also try to deliver some training during existing parent meetings.

**SIP** – The SIP will be implemented much as it was this year – with sub time minimized, music time used in the upper grades, hourly rate compensation for grades K-1-2, donated SLT time, and substantial amounts of banked time devoted to PLC work and PD related to the SIP. Attention this year will be focused on increasing the number of active engagement strategies that teachers are adept in using (applying some of the Kagan Cooperative Learning Strategies), focusing on extending student talk, and applying these strategies to Mathematics instruction across the grade levels. If we receive an additional \$5,000 from LCAP, we will also use the last inquiry cycle for curriculum mapping again.

**SIPPs** – We will have two new teachers at 2nd and 3rd grade next year (one in each grade) and each will need some training in the implementation of the program. The LLI or the Assistant Principal will provide the training.

# Goals, Strategies, & Proposed Expenditures

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

## LEA/LCAP Goal

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

## Goal 3

LCAP Goal 3 -- To provide all students and families the opportunity to learn in a safe, well-maintained school that is culturally responsive and conducive to 21st century learning. As a part of the dual immersion model, Edison strives to help all students become socio-culturally competent, with a focus on the cultures of the Americas. This means helping diverse students value each other and learn to work through cultural and learning differences and grounding our work in SMMUSD's Social Justice Framework. In addition to school safety, the Edison SPSA supports: 1) Effective social-emotional education as a core part of instruction; 2) Work on problem solving and dispute resolution strategies (using mindfulness, self regulation, and anti-bullying strategies); 3) Strong and positive classroom management systems (using Responsive Classroom); 4) Support for productively involving parents; and 5) Providing culturally relevant art, music and theater instruction and community cultural activities that reflect the cultures of the Americas.

## Identified Need

ATTENDANCE: Pre-pandemic Edison's attendance rates were generally high, with 68.3% of students categorized as having either excellent or satisfactory attendance. Attendance data from 2021-2022, show that 25.5% of students were Chronically Absent – putting Edison's absentee rates in the Very High Range. As high as this percentage is, it masks even higher percentages of students who are chronically absent for: Students with Disabilities (42.1%), Students from SED families (34.5%), Hispanic/Latinx students (31.9%), and English Learners (29.9%). While only 13.6% of White Student were chronically absent, that percentage still put them in the High Range. While school was back to in-person learning in 2021-2022, Covid rates were still high and when students were ill, they needed to stay at home for the full quarantine unless they could obtain a negative PCR test and come back earlier. What we noticed was that taking children to get a PCR test was one other hardship for parents, who had to find time to go there, wait in line and obtain a test – often taking time away from work to do so. And there was no guarantee that a child would test negative and the family might need to come back again. For low SED families who often lived in tighter quarters, when one person in the family got Covid, siblings often also came down with the virus. So, quite a few families elected just to ride out the full quarantine at home – asking for independent study packets for their children and overseeing their work as they recovered. This was also a year when entire classes were placed on at-home quarantines when one person in the class contracted Covid and it wasn't until the following year when children had the option to Mask-to-Stay. For part of the year there was also a shift back to distance learning if the entire class was quarantined and for many people it felt like a safer thing to do to just wait out the quarantine and work at home.

This year we were in a mask-to-stay protocol and covid rates were down, but we still faced much higher than usual requests for independent study as families finally felt free to travel again to see distant family and took the children with them. Other families knew they needed to inform the office if children had Covid but when children were absent with other routine illnesses, they often neglected to notify the school. Finally, once children were back in school with optional masking and no social distancing, typical childhood maladies began to reappear. However, because these familiar

symptoms could all be associated with Covid, students were sent home if they became ill at school. Even when at-home testing showing a negative response for Covid, sometimes it took several days for fever and upset stomach to resolve. Last year when parents had to go to a testing center to get a PCR test, some parents, with the demands of work, did not rush to have their children tested, sometimes electing to ride out a quarantine from home using packets of materials from their teachers. Even even when home antigen tests became more easily available, children were often out of school for a couple days while symptoms resolved and test results were obtained. We wrote about attendance policies and independent study requirements multiple times in the school newsletter but attendance was still challenging this year. Due to the large numbers of children who had Chronic Absenteeism from 2021-2022 and the children who were missing school this year, we had a very large number of families who needed attendance conferences and School Attendance Contracts. The Assistant Principal sent emails, called, scheduled in person meetings, and follow ups for many families this year. Next year we will continue the messaging, letters, conferences, and phone calls on attendance and will also add in phone calls within three days to families who have failed to confirm the reason for an absence, and monthly phone calls to families that have absences or tardy arrivals approaching the danger range.

**SOCIAL EMOTIONAL LEARNING:** When students returned to school after distance learning, all staff noticed social emotional deficits. Students had a harder time resolving differences with peers and self regulating. Reports of anxious behaviors and counseling referrals were up. Parents who were at home with children during distance learning had a chance to observe some of the hyperactivity and attention and focus challenges that students can show when attending to instruction and doing school work. So, referrals for SSTs, 504s and assessment all increased as well. The School Counselor and School Psychologist and their interns both pushed into classrooms to teach self-regulation and problem-solving strategies. Edison provide teachers with tools for providing a school-wide approach to Social Emotional Learning in the classroom. The school uses the Mind Up curriculum to teach mindfulness and uses materials from Caring School Communities, the Olweus Anti-Bullying Program and Responsive Classroom to conduct class meetings and role plays. Quick Cool Tools (developed at the UCLA Lab School) are taught to help students resolve problems with peers. In 2022-2023 to support more interaction between students of various ages, we arranged for all classrooms to have “buddies” (K and 3rd, 4th and 1st, and 5th and 2nd) and students met either monthly or bimonthly with their buddies for activities.

When social distancing restrictions at lunch and recess were lifted and students were allowed to mingle more freely at lunch and recess with students in other classes, there was an uptick in behavior challenges in the lunch room and on the playground as students learned to navigate these unstructured settings with fewer restrictions. We provided more training on Responsive Classroom for teachers, instructional assistants, PE Coaches and Campus Monitors, reviewed rules and expectations as assemblies and in classrooms, and revised the discipline referral and “aviso” forms to include the Responsive School Logical Consequences that adults should implement prior to an office referral. The Student Leadership Team used Y charts to help clarify expectations for lunch time and supported the Golden Ticket Award program for pro-social behaviors. Students voted on two different reward activities for filling the Golden Ticket Box – a schoolwide Silly Hat Day at the end of the first semester (with all hats made at school), and a pajama, movie and popcorn day at the end of Spring Semester.

All classrooms developed their own rules using Responsive Classroom techniques and presented those rules to the school community during a fall rules assembly. Student Leadership teams worked on putting schoolwide rules in student language and developing posters to place on campus. During the 2022-2023 school year, most teachers were making regular use of class meetings, and some were using them not only for morning meeting and community building but also as problem



solving circles and end-of-day closing reflection routines. The parent handbook was updated with school-wide rules and a discussion of how Responsive Classroom's logical consequences play into school discipline. Coffee with the Principal and the newsletter featured descriptions of discipline policies and dispute resolution strategies.

**DISCIPLINE AND SAFETY:** As a result of all this work, surveys administered during the 2022-2023 school year indicated that students and parents felt high clarity about school rules and report that adults at school hold high expectations for them. The California Healthy Kids survey indicated that 86% of respondents felt that the school had high social emotional supports. 98% felt that students were treated with respect, 94% reported that students feel safe at school, 93% reported that adults at school hold high expectations for them, 92% reported rule clarity, and 86% reported an anti-bullying climate. Additionally, 75% felt that students were treated fairly when they break the rules. Edison's scores on these measures were above both the state and district average responses. The percentage of students who reported feeling that they had meaningful participation at school increased by 16 percentage points to 58%. While this percentage still is lower than we would like, it is again above both state and district averages and gives us something to continue to work toward. There was also a decrease in the percentage of children who reported negative things happening to them at school. For example, while the number of children reporting having been hit or pushed (declined from 31% to 22%), been the subject of mean rumors (from 43% to 29%) or being called mean names (from 45% to 31%). All of these ratings are below state and district scores, but they are still unacceptably high for a campus that consciously teaches kindness, respect for differences, justice and problem-solving skills. This also gives us something to continue to work on next year as we teach problem solving skills and anti-bullying strategies. Unfortunately, we do not yet have data from this year's Olweus Anti-Bullying Survey but can revise goals and strategies when we receive this data.

The Safety Committee continued to meet monthly. It worked on the school safety plan and debriefed and suggested some modifications in policies after a lockdown drill was triggered by an incident in the community. Both administrators were off campus when the lock down was called by SMPD and a teacher acting as administrative designee managed the school's response. While she did an admirable job, the situation pointed to a need for some extended training for administrative designees and classified school staff, reminders of protocols for teachers and parents, and the reminder that the site must involve the district immediately during an incident to help with communications, parent- and police-liaisons.

**SOCIAL JUSTICE AND SOCIOCULTURAL COMPETENCE:** We expanded our collection of social justice themed literature and literature about BIPOC people over the last three years and efforts will continue in this direction. In 2022-2023 we attempted to revive a monthly focus on different groups – featuring bulletin boards and cultural tables in the library, sharing resources among classrooms, and writing about different groups and sharing books and videos in the school newsletter. While parents initially wanted to do the bulletin boards and cultural tables, it proved difficult for them and we're going to turn that back to students and classrooms next year – perhaps asking each grade level to take a month and create a display and cultural table and featuring read-alouds from that culture in the library with some guest readers during the month. We continued the practice of asking classes to produce some writing and artwork that focused on specific themes, leaders and groups and created displays on the windows in the hallways so that other students could see the work. Next year, we want to make sure to photograph examples of this work to share with parents who may not be able to come to campus.

Edison supports a variety of cultural events each year including: teaching about and creating ofrendas for Day of the Dead, holding a Noche de César Chávez, and working with PTA to create a variety of community building events that provide fun and accessible activities for families

(Valentines Dance and Loteria, Halloween Parade, Movie Nights, and food sales at school events reflecting the cultures of the school population. The school also hosts district Ballet Folklorico and Mariachi Programs.

To help children learn about the music of Latin America, Edison uses its Stretch Grant to provide a Pre-School through 2nd grade Música en Español program and offers parents two informances or concerts each year. The school also hosts a parent singing circle where families can gather to learn and practice songs in Spanish and perform (with their children) at school events. We also continued to work to support instruction that reflects the Social Justice Standards in the domains of identity, diversity, justice and action. Toward the end of the year, a 4th grade study of Dolores Huerta and the farmworkers movement led to students studying about the role of protest in bringing about social change and they made signs about the issues that most concern them and (with teacher and administration support) staged a protest outside the back gate at pick up time to share with parents and the community their feelings about issues ranging from homelessness, equal rights, climate issues, equal rights for women and for LGBTQIA people, and war and peace to pleas to support Ukraine and not support the current Venezuelan leader. We invited some of these young people to accompany administrators to the School Board meeting that night to be part of a presentation on Dolores Huerta and social protest. We participated in a service project with the American Heart Association, with students ultimately raising over \$8,000 for heart research. Next year, however, we're going to return to home grown service projects – with a school wide work day for MLK day and another project that the Student Leadership Team and teachers will determine. Given the loss of our Title I grant, PTA felt it would be more appropriate not to have projects that involve fundraising for outside groups next year.

**PARENT ENGAGEMENT:** While Edison has an active PTA and ELAC with monthly meetings, attendance at parent meetings was down a bit this year and volunteering on campus was also down. This was in part due to Covid restrictions on volunteers requiring Covid vaccinations and classrooms not really knowing what they felt comfortable asking parents to do. Now that parents can more easily be on campus again, we want to increase efforts to cultivate and train parent volunteers, provide opportunities that a variety of parents feel comfortable filling, and strengthen school communication with parents. While most parents rated the school newsletter El Semanario and teacher weekly letters as the ways that they get most information, we want to reach out to families that are less comfortable with electronic communication – sending some briefer announcements via dialers with voice and text messages and using physical bulletin boards at the school gates during drop off and pick up.

## Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
District Attendance Data reported Edison Parent Engagement Survey California Healthy Kids Survey District Hanover Parent Surveys Teacher Survey on SEL and discipline Observations during walk throughs	Edison's chronic absenteeism rate was 25.5% overall, with higher rates for subgroups: 42.1% for students with disabilities, 34.5% for students from SED families, 31.9% of Hispanic students, and 29.9% of ELs.  California Healthy Kids Survey:	1. Reduce the number of students in the category of Chronic Absenteeism to at least half of the current number by the end of the 2023-2024 school year, with particular efforts made among the subpopulations with the highest rates of chronic absenteeism, as measured by state

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
<p>Number of parent volunteers trained and participating in 2023-2024</p> <p>Attendance logs from parent meetings</p>	<p>98%- students were treated with respect;</p> <p>94%- students feel safe at school;</p> <p>93% - adults at school hold high expectations for students;</p> <p>92% -- rules are clear;</p> <p>86% -- anti-bullying climate;</p> <p>75% - Students treated fairly when they break the rules;</p> <p>58%. - Meaningful participation at school;</p> <p>22% - Have been hit or pushed by peers;</p> <p>29% - Have been the subject of mean rumors;</p> <p>31% -- Have been called mean names</p> <p>Edison Family Survey and Healthy Kids Survey both indicated that parent involvement on campus, while still high relative to state and district averages, had declined over past years.</p>	<p>attendance data and the A2A attendance system.</p> <p>o Maintain monthly telephone contact with all families that were chronically absent in 2022-2023 to promote better attendance as measured by telephone logs and attendance rates at the end of each quarter and the year.</p> <p>o Reduce the number of unverified absences by calling all families who have not communicated with the office within 3 days of the absence as measured by a drop in the number of unverified absences at the end of the year.</p> <p>2. Teacher surveys, weekly schedules and evidence gathered during observations and walk throughs will indicate that Social Emotional Learning is occurring regularly in at least 90% of classrooms using Responsive Classroom, Mindfulness, Olweus, or Second Step curriculum.</p> <p>3. At least 75% of participants in the Edison Family Survey, and CHKS will report that parents participate in the school, that they are informed about their children’s progress and growth, that Edison promotes respect for a diversity of beliefs and cultural practices, and at least 95% will report that students feel safe at school.</p>

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

## Strategy/Activity 5

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

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

All Students

### Strategy/Activity

Supplemental substitute staff to support IEP/SST/504/SART/Reclassification meetings so teachers can be involved. Approximately 15 days are provided to support SSTs, 504, IEP, and SART meetings with parents. These are usually used as half-day subs and scheduled approximately twice per month. Most IEPs are supported with sub time from Special Education.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3,000.00

Source(s)

Stretch Grant (Ed Foundation)  
1000-1999: Certificated Personnel Salaries  
Substitutes for IEPs/SSTs/504s

### Strategy/Activity 6

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

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

All students

### Strategy/Activity

To increase safety on campus by increasing number of Campus monitors, specifically placing a campus monitor at the Kansas Avenue Gate at arrival and departure times. Based on continuing traffic and safety concerns at that gate, we will also work to adjust schedules for existing employees to place a second person at the gate and work with PTA to recruit and train parent volunteers to supplement staff.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

7,000.00

Source(s)

Stretch Grant (Ed Foundation)  
2000-2999: Classified Personnel Salaries  
Salary for lunch/recess campus monitor

7,000.00

Parent-Teacher Association (PTA)  
2000-2999: Classified Personnel Salaries  
Salary for gate monitors before and after school

### Strategy/Activity 7

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

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

All students

### Strategy/Activity



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

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

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

Amount(s)

Source(s)

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

### **Strategy/Activity 8**

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

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

All Students

Strategy/Activity

To provide an annual refresh of safety supplies and emergency food kept in classrooms in case of extended shelter in place incidents.

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

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

Amount(s)

Source(s)

2000.00

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies  
Safety supplies

### **Strategy/Activity 9**

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

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

All Students

Strategy/Activity

Student engagement and collaborative discipline. To increase staff skills in implementing Responsive Classroom schoolwide, To promote student engagement and agency in developing school rules, recognition for positive and respectful behaviors, support for setting and achieving individual attendance and participation goals, and developing schoolwide projects, this plan includes funding for certificates and awards, assemblies, spirit days and mascot materials. A Student Leadership Council will work with staff to create student spirit days and projects and recognition incentives, assemblies.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1000.00

Source(s)

Stretch Grant (Ed Foundation)  
4000-4999: Books And Supplies  
Certificates and awards, mascot materials,  
spirit days

### Strategy/Activity 10

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

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

All Students

Strategy/Activity

Parent Involvement. To support parents' ability to support their students with home reading and math practice, this plan includes funding for parent workshops in supporting beginning readers, and common core math -- especially basic operations, fractions and decimals, and problem solving.

### Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000.00

Source(s)

Stretch Grant (Ed Foundation)  
2000-2999: Classified Personnel Salaries  
Funding for extra hours for teachers to plan and  
deliver workshops

1000.00

Stretch Grant (Ed Foundation)  
4000-4999: Books And Supplies  
Supplies for parent workshops

### Strategy/Activity 11

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

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

All Students

Strategy/Activity

The site plan supports a robust physical education program and healthy recess time by allocating funds to provide physical education equipment to support differentiated instruction in an "everybody moves" curriculum. Funding is provided to replace and repair equipment and to ensure age appropriate toys and equipment for pre-K, TK and K

## Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000.00

Source(s)

Parent-Teacher Association (PTA)  
4000-4999: Books And Supplies  
PE and Recess Supplies PreK-5

## Annual Review

### SPSA Year Reviewed: 2022-23

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

## ANALYSIS

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

Most of the planned activities were implemented as proposed.

**SOCIAL EMOTIONAL LEARNING** - Social Emotional Learning became more important than ever as students returned to school with some clear social skills deficits. Peer conflicts and need for problem solving support were much higher than in past years. All teachers implemented a 30 minute Social Emotional Learning Block and teachers became more comfortable with class meetings, mindfulness and other strategies to help students cope with stress and anxiety. The school counselor and school psychologist and their interns also pushed in to deliver some lessons in classrooms.

**ATTENDANCE:** In-person schooling during the pandemic with changing health protocols meant that health and safety issues continued to occupy a great deal of time this year -- for teachers, counselors, staff and parents. While the multiple excused absences caused by Covid protocols made it challenging to monitor attendance, the Senior Office Specialist, Health Office Specialists, Nurse, and Assistant Principal worked together to substantiate reasons for all absences. The SOS and the Assistant Principal monitored excessive absences and unexcused absences, contacting parents to urge regular attendance and holding SART conferences as needed -- resulting in at least multiple SART Contracts and improving attendance for most students who had conferences or contracts.

**SAFETY:** The Safety Committee met monthly on-line as it worked to update the safety plan, respond to safety concerns, update supplies, and determine needs for additional training. There was frequent communication with parents about covid safety protocols, testing, quarantines, masking, etc. Our planned self-study of the rules and discipline plan was fruitful -- involving additional training on Responsive Classroom and its application at the school level for staff and parents. A subcommittee of the Safety Committee worked on re-writing school rules, aligning strategies used by campus monitors and PAS staff so that they mirrored classroom discipline strategies, and informing parents about our efforts. We also continued the Student Leadership Teams to foster student involvement (K-5) in refining rules, explaining them clearly to other

students, and communicating school values. All grade levels were again briefed on the updated rules and discipline forms (Avisos/Alerts to teachers and Pink Slips/referral to the Office) were updated and piloted. The Student Leadership team promoted the positive behavior incentive program (Golden Eagle Tickets), informed their classmates about the spirit behind the program and what students could do to be recognized for behaviors that contribute to the community. With input from their peers in each classroom they also developed the reward incentives. The campus earned enough Golden Eagle Tickets for a schoolwide Silly Hat Day in December and a pajama and movie day in May.

**SCIENCE IN THE GARDEN** -- The garden program was operated as planned, ultimately offering all Edison classes an 8-week session to study science in the garden. We purchased some additional benches to make sure all students had proper seating for learning. Students and staff appreciated this program and the Garden Teacher also worked with a former Edison student who was working on a Project-Based Learning (PBL) project to plant a pollinators garden in the edible garden.

**MUSICA EN ESPANOL PROGRAM** – This program was fully implemented as planned with weekly classes on Mondays or Fridays. Winter informances were held for each class with parents invited to attend. 2nd graders performed at Noche de Cesar Chavez in March and all students will hold their year end concerts in Late May, early June. The Family Singing Circle was few in number, but dedicated. They met each Friday to learn and practice songs in Spanish. They even held an off-campus breakfast with current and former members of the Singing Circle and wrote an additional (Edison specific) verse in Spanish for a song that they performed with 2nd grade students and their own children at Noche de Cesar Chavez.

**5th GRADE PORTRAITS** – We contracted with our PS Arts teacher to work with all 5th grade students to produce self-portraits for their promotion gift. While this project has been implemented as designed, we will not be able to sustain it next year – both because we will not have the funding and because there is not adequate time to do this project at the end of the year with 5th graders are testing and finishing classroom projects. If the community wants to continue this project, it would need to be funded with some other source of funding and be done much earlier in the year.

**MATHLETES** – This program was implemented largely as designed and offered 5th grade students the chance to stretch their math skills and learn and apply math strategies by working collaboratively with competition level problems. The program was open to all interested 5th graders who were willing to dedicate their lunch/lunch recess time once a week to meet with the 5th grade teacher coaching the team. Students from a variety of math ability levels participated. Some withdrew over the course of the year, not wanting to give up recess. A few withdrew right before the planned Math Olympiad because they did not want to compete. Edison held its own Math Olympiad on a Saturday in May with parents coming to watch and cheer students on. The program was supported with EDUs for the sponsoring teacher.

**STUDENT LEADERSHIP TEAM** – The team largely operated as intended. Some staff absences and the need for the staff sponsor to be pulled to substitute when we could not find another sub cut back on some of the meetings. The students decided on a Silly Hats day for their first incentive and decided that the hats should be made at school so that everyone would have access to supplies and could make a hat. Teachers dedicated some time for this craft project and some grade levels made their hats along with their buddy classes. Supplies costs were taken from the budget. There was no cost for the assembly to show off the crazy hats and many pictures were taken and shared. There were no additional costs associated with the May Pajama day as room parents donated snacks. Students are still working to complete the rules posters they designed and these may need to be printed over the summer and posted next year.

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

Activities were implemented as planned and most budget expenditures were close to what was planned.

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.

**SOCIAL EMOTIONAL LEARNING** -- Work will continue in this area similar to what we did this year. Responding to a perceived need for some additional tools to support self-regulation and problem solving, we did purchase the Second Step Program in Spanish with some unexpended funds from the 2022-2023 SPSA. Training will be provided to teachers in the use of this tool and we will work with The School Counselor and the School Psychologist to roll out classroom and small group training with these materials. If new teachers are not already trained with Responsive Classroom we will provide that professional development.

**GARDEN EDUCATION** -- Regretfully, with the end of Title I funding and the retirement of our Garden Teacher Mrs. Boxer, we will not be able to operate this program next year. While classes are welcome to use the curriculum to hold outdoor classes in the garden, teachers will need to deliver the instruction. We will also need to see if there might be some parent volunteers to maintain the garden and help with planting, watering/weeding, and harvesting.

**PARENT ENGAGEMENT AND INVOLVEMENT** -- The school calendar for 2023-2024 will move all parent meetings back to Wednesday with the option of meeting in the library or in Room 207. Coffee can be provided in either location. For groups meeting in person, a hybrid option with translation will be offered. We plan to review and revise the volunteer training process -- offering more opportunities for in-person training and creating an on-line version with a quiz to complete at the end. We also plan to structure more parent involvement opportunities as readers in the classrooms and/or library, and work with PTA to develop a menu of parent volunteer opportunities. Parents really value field trips and the opportunity to accompany their children on class trips. We plan to work with each grade level to ensure that there are at least two trips per year -- with transportation being a combination of walking, public transit, and school bus. We will continue successful communication vehicles such as El Semnario and weekly teacher letters about curriculum and activities and will investigate ways that we can better reach those parents who do not primarily consume their news in a digital format. We anticipate using more short targeted dialers with voice and text messages and setting up physical bulletin board displays at the gates. The yearly school calendar on Wednesdays will contain a rotation of morning meetings: Coffee with the Principal, ELAC, PTA, and a space for content-based parent workshops -- provided by staff, community partners, school counselors, district specialists, etc.

**SAFETY** -- The Safety Committee will continue to meet monthly, working on the safety plan, gate and traffic safety around the school, replenishing safety supplies, and revising safety protocols as needed. Committee members will also hold a public meeting on safety issues and the safety plan. Safety drills will continue and will be calendared for the year at the beginning of the term. We will try to create a space in the school schedule where drills can be held so that they do not disrupt recess or PE. We will continue with rules and safety reviews for all classes at the beginning and middle of the year and host a safety and rules assembly in September with guests from SMFD and

SMPD as well as Safety Committee members. Students will continue to work on rules using Responsive Classroom templates and present them to the school.

SERVICE LEARNING AND SOCIAL JUSTICE -- Since we will not be working with the American Heart Association next year, we will be reviving our Martin Luther King, Jr. Kindness and Justice Challenge with input from Faculty and the Student Leadership Team. With support from the PTA we will also sponsor a schoolwide service day at Edison. Rather than ask the PTA Community Integration team to do monthly bulletin boards and culture tables, we're going to ask that each grade level pick a month and take charge of a schoolwide display with student artwork, writing, and support form parents for cultural displays. We'll also work with Room Reps and the Library Coordinator to schedule parent and community guest readers during these months.

# Budget Summary

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

## Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	\$
Total Federal Funds Provided to the School from the LEA for CSI	\$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	\$108,517.98

## Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
	\$0.00
District LCAP Funds	\$10,601.10
Parent-Teacher Association (PTA)	\$39,000.00
Site Formula Funds	\$21,500.00
Stretch Grant (Ed Foundation)	\$37,416.88

Subtotal of state or local funds included for this school: \$108,517.98

Total of federal, state, and/or local funds for this school: \$108,517.98



# 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
Francine Ortega,, Chairperson	Parent or Community Member
Constanza Murcia, Vice Chair	Classroom Teacher
Karina Tejeda de Leon, , Secretary	Classroom Teacher
Aida Diaz-Roquette	Classroom Teacher
Jessica Hernandez	Other School Staff
Idurre Alonso	Parent or Community Member
Nallely Gutierrez	Parent or Community Member
Valeria Vega	Parent or Community Member
Jeannie Braun	Parent or Community Member
Lori Orum	Principal

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

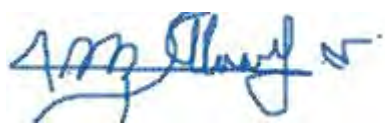
# Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
K. Bartholemew	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 31, 2023.

Attested:

	Principal, Lori S Orum on May 31, 2023
	SSC Chairperson, Francine Ortega on May 31, 2023

# Instructions

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

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

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

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

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

## Instructions: Linked Table of Contents

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

[Educational Partner Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

## **Purpose and Description**

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

### **Purpose**

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

### **Description**

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

## **Educational Partner Involvement**

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

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

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

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

## **Resource Inequities**

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

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

# Goals, Strategies, Expenditures, & Annual Review

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

## Goal

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

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

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

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

## Identified Need

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

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

## Annual Measurable Outcomes

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

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

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

## Strategies/Activities

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

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

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

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

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

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

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

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

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

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

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

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

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

## **Annual Review**

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

## Analysis

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

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

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

## Budget Summary

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

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

## Budget Summary

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

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



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

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

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

# Appendix A: Plan Requirements

## Schoolwide Program Requirements

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

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

### Requirements for Development of the Plan

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

### Requirements for the Plan

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

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

- E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in 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: S Title 34 of the Code of Federal Regulations (34 CFR), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. EC sections 6400 et. seq.

# Appendix B:

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

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

### Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

### Targeted Support and Improvement

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

The TSI plan shall:

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

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

## **Additional Targeted Support and Improvement**

A school identified for ATSI shall:

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

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

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

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

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

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

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

## **Appendix C: Select State and Federal Programs**

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

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

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

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

Developed by the California Department of Education, January 2019



## **Recommendations from (ELAC) to the School Site Council for the 2023-2024 SPSA and responses from Site Council to ELAC.**

On May 19, 2023, the Edison ELAC sent the following formal recommendations to the Edison Site Council concerning how the SPSA should support the needs of English Learners at Edison. Many of these suggestions had arisen at ELAC meetings earlier in the Spring during feedback solicited after the principal's periodic reports on development of the SPSA. They were shared with the Site Council as the plan was developed. The recommendations were formally presented to the principal on May 19 and shared with the Site Council at its May 31, 2023 meeting. Based on on-going consultation with ELAC and reports of concerns back to Site Council, most of the ELAC's recommendations were already included in the draft SPSA. Recommendations #1 and #6 were added to the SPSA and all recommendations and responses approved at the May 31 meeting. Responses from Site Council to ELAC are included below each recommendation and will be shared with ELAC at its first meeting of the 2023-2024 school year.

**Recommendation #1:** Crear una clase de matemáticas para padres para poder apoyar a los hijos hacer la tarea en casa. (Los métodos de matemáticas han cambiado de cómo los padres aprendieron a resolver las matemáticas. Clase dada por un maestro en los grados de 3-5to donde las matemáticas son más extensas y elaboradas donde puedan aprender estrategias de cómo ayudar a su estudiante en casa.). *Provide a math class for parents to help them support their children in doing math homework. Math methods have changed from those that parents learned. Class should be given by a teacher from 3-5 grade where math is more extensive and elaborated and where parents can learn strategies about how to help their student at home.*

**Response:** The school will attempt to identify one or more teachers to deliver some math lessons for parents of upper grade students highlighting how key math standards are taught and strategies that parents can use at home to support students. Topics will target: basic operations, decimals, fractions and problem solving. Workshops may be delivered in person, on zoom, or may consist of videos of lessons delivered in class with some explanation. Every attempt will be made to offer these workshops in the fall and to video record them so they can be accessed by parents who were not able to attend the workshops. The school will also work with the PTA to try to identify resources for a family math night and periodically share videos of math practices in newsletters.

**Recommendation #2:** Continuar con la implementación de intervención para aquellos que no han alcanzado los puntos de referencia de rendimiento en el lenguaje a travez de los grados 1,2,3,4,5. ; *Continue to provide intervention instruction for those who have not achieved grade level standards in grades 1-5.*

**Response:** This SPSA includes reading intervention support for students in grades 1-5, with Spanish reading intervention provided in grades 1 and 2 and English in grades 3-4-5. The intention is to serve all students meeting the district-identified criteria for intervention. A Spanish intervention curriculum linked to Benchmark has been purchased and will be used to support emerging Spanish readers in grades 1-2 and will be made available for BIAs to use in

class for lagging Kindergartners. The English program will use a combination of SIPPS and LLI curriculum as appropriate and provide support for English Learner students getting ready for reclassification using E3D materials. This instruction will be delivered by Language and Literacy Interventionist Rocio Naranjo, assisted by trained Bilingual Instructional Assistants.

**Recommendation #3.** Continuar con los programas de Dreambox Math, Raz kids o Kid Biz, y Lexia Reading, dentro y fuera de la clase. Tener una session de padres que los enseñe a usar estos programas en clase. *Continue the programs Dreambox Math, Raz Kids or Kid Biz and Lexia Reading during and outside of class time. Offer a session for parents to teach them to use these programs.*

**Response:** The SPSA includes plans to continue to purchase Raz Kids in grades K-2, Kid Biz in grades 3-4-5, and Lexia Reading in grades 2-3, with a recommended minimum number of minutes of use in class per week. The district will continue to provide Dreambox Math at all grade levels with the request that it be used for 50 minutes per week. The Edison PTA has agreed to pick up the costs of Raz Kids, Kid Biz and Lexia. Professional development on the use of these programs will be provided to teachers and workshops offered to parents on how to access these programs and how to support children in using them at home. As part of the after school tutorial program for Tier III students, supervised time to use these programs will also be provided to participating students using the school's computers and wifi.

**Recommendation #4:** Continuar con el monitoreo del progreso de los estudiantes en Nivel III y Nivel II, todos los EL y los RFEP y usar el proceso de SST. *Continue monitoring the progress of students in Tier III and Tier II, all the ELs and RFEPs, and use the SST process.*

**Response:** This plan includes goals to continue to monitor student achievement by analyzing diagnostic and interim assessments in grade level PLCs for each of these subgroups with oversight by the School Leadership Team. The comprehensive school calendar has already scheduled in these data analysis sessions for Banked Time and the SIP includes monitoring the achievement of these student groups as part of the responsibility of the PLCs, with periodic adjustments made to Tier I instruction as needed. The LLI will progress monitor all students in reading intervention programs with reports provided to classroom teachers and adjustments made to intervention rosters as needed. Those Tier III, Tier II, and ELs/RFEPs with IEPs will have their progress monitored by their SAI teachers and IEP services and classroom accommodations adjusted as necessary based on their progress. Classroom teachers will work with parents at fall conferences to design and monitor Academic Intervention Plans including both home and school support for Tier III and Tier II students. Funds are provided in the SPSA for teachers and specialists to be present in SST meetings to assist with planning interventions and accommodations, consider Section 504 eligibility, and/or make referrals for counseling or special education assessment for students who are not making anticipated progress.

**Recommendation #5:** Continuar con el desarrollar ELD basado en contenido usando materiales en artes de lenguaje, ciencias y estudios sociales integrado al contenido que están estudiando.

*Continue developing ELD based on content using materials in language arts, science, and social studies integrated with the content that students are studying.*

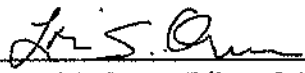
**Response:** Professional development on designing content-based ELD will be provided and grade level PLCs will be asked to use the ELD materials in our adoptions for language arts, science, and social studies to support content-based designated and integrated ELD.

**Recommendation #6:** Obtener voluntarios para intervención en español y ayudar a los estudiantes en el lenguaje. Solicit volunteers for intervention in Spanish reading and to help students in that language. *Obtain volunteers for Spanish reading intervention and to help students with Spanish language acquisition.*

**Response:** Spanish reading intervention for Tier III students will be the primary responsibility of the LLI with the support of Instructional Assistants assigned to the intervention program. We will also train the BIAs serving K-1-2 on the use of the reading intervention program and work with primary teachers to schedule literacy blocks that can support intervention either in the classroom or on a pull-out basis. The Bilingual Community Liaison will help recruit Spanish speaking parent volunteers who might be able to regularly volunteer to assist with reading practice tasks – in either the intervention program or in the classrooms.

Signature: See signatures below on Spanish Version  
Luz Prieto, Chairperson of Edison ELAC

Signature: See signatures below on Spanish version  
Francine Ortega, Chairperson of Site Council

Signature:   
Lori S. Orum, Edison Principal

## **Recomendaciones de (ELAC) al Consejo del Plantel Escolar para el SPSA 2023-2024 y respuestas del Consejo del Plantel al ELAC.**

El 19 de mayo de 2023, el ELAC de Edison envió las siguientes recomendaciones formales al Concilio Escolar de Edison sobre cómo el SPSA debe apoyar las necesidades de los estudiantes de inglés en Edison. Muchas de estas sugerencias surgieron en las reuniones de ELAC a principios de la primavera como consejos solicitadas después de los informes periódicos de la directora sobre el desarrollo del SPSA. Se compartieron con el Concilio Escolar a medida que se desarrollaba el plan. Las recomendaciones se presentaron formalmente a la directora el 19 de mayo y se compartieron con el Concilio Escolar en su reunión del 31 de mayo de 2023. Con base en la consulta en curso con ELAC y los informes de áreas de preocupación al Concilio Escolar, la mayoría de las recomendaciones de ELAC ya se incluyeron en el borrador del SPSA. Las recomendaciones #1 y #6 se agregaron al SPSA y todas las recomendaciones y respuestas se aprobaron en la reunión del 31 de mayo. Las respuestas del Concilio Escolar a ELAC se incluyen debajo de cada recomendación y se compartirán con ELAC en su primera reunión del año escolar 2023-2024.

**Recomendación #1:** Proporcionar una clase de matemáticas para los padres para ayudarlos a apoyar a sus hijos en hacer la tarea de matemáticas. Los métodos matemáticos han cambiado de los que aprendieron los padres. La clase debe ser impartida por un maestro de 3 a 5 grado donde las matemáticas sean más extensas y elaboradas y donde los padres puedan aprender estrategias sobre cómo ayudar a su hijo en casa.

**Respuesta:** La escuela intentará identificar a uno o más maestros para que impartan algunas lecciones de matemáticas a los padres de estudiantes de grados superiores, destacando cómo se enseñan los estándares matemáticos clave y las estrategias que los padres pueden usar en casa para apoyar a los estudiantes. Los temas se centrarán en: operaciones básicas, decimales, fracciones y resolución de problemas. Los talleres pueden ser entregados en persona, en zoom, o pueden consistir en videos de lecciones entregadas en clase con alguna explicación. Se hará todo lo posible para ofrecer estos talleres en el otoño y grabarlos en video para que los padres que no pudieron asistir a los talleres puedan acceder a ellos. La escuela también trabajará con la PTA para tratar de identificar recursos para una noche familiar de matemáticas y periódicamente compartirá videos de prácticas matemáticas en boletines.

**Recomendación #2:** Continuar brindando instrucción de intervención para aquellos que no han alcanzado los estándares de nivel de grado en los grados 1-5.

**Respuesta:** Este SPSA incluye apoyo de intervención de lectura para estudiantes en los grados 1-5, con intervención de lectura en español proporcionada en los grados 1 y 2 y en inglés en los grados 3-4-5. La intención es servir a todos los estudiantes que cumplan con los criterios de intervención identificados por el distrito. Se compró un currículo de estudios de intervención en español vinculado a Benchmark y se utilizará para apoyar a los lectores emergentes en español en los grados 1 y 2 y estará disponible para que los BIA lo usen en clase para los niños de kínder rezagados. El programa de inglés utilizará una combinación de currículo SIPPS y LLI según

corresponda y brindará apoyo a los estudiantes de inglés que se preparan para la reclasificación utilizando materiales E3D. Esta instrucción será impartida por la intervencionista de lenguaje y alfabetización Rocío Naranjo, asistida por asistentes de instrucción bilingüe capacitados.

**Recomendación #3:** Continuar los programas Dreambox Math, Raz Kids o Kid Biz y Lexia Reading durante y fuera del horario de clases. Ofrezca una sesión para que los padres les enseñen a usar estos programas.

**Respuesta:** El SPSA incluye planes para continuar comprando Raz Kids en los grados K-2, Kid Biz en los grados 3-4-5 y Lexia Reading en los grados 2-3, con una cantidad mínima recomendada de minutos de uso en clase por semana. El distrito continuará brindando Dreambox Math en todos los niveles de grado con la solicitud de que se use durante 50 minutos por semana. La PTA de Edison acordó hacerse cargo de los costos de Raz Kids, Kid Biz y Lexia. Se proporcionará desarrollo profesional sobre el uso de estos programas a los maestros y se ofrecerán talleres a los padres sobre cómo acceder a estos programas y cómo ayudar a los niños a usarlos en el hogar. Como parte del programa de tutoría después de la escuela para estudiantes de Nivel III, también se proporcionará tiempo supervisado para usar estos programas a los estudiantes participantes que usan las computadoras y wifi de la escuela.

**Recomendación #4:** Continuar monitoreando el progreso de los estudiantes en el Nivel III y Nivel II, todos los EL y RFEP, y utilizar el proceso SST.

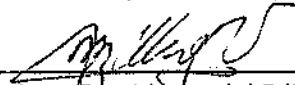
**Respuesta:** Este plan incluye metas para continuar monitoreando el rendimiento de los estudiantes mediante el análisis de evaluaciones intermedias y de diagnóstico en PLC de nivel de grado para cada uno de estos subgrupos con la supervisión del Equipo de Liderazgo Escolar (SLT). El calendario escolar integral ya ha programado estas sesiones de análisis de datos para el tiempo acumulado y el SIP incluye monitorear el rendimiento de estos grupos de estudiantes como parte de la responsabilidad de los PLC, con ajustes periódicos realizados a la Instrucción de Nivel I según sea necesario. El LLI monitoreará el progreso de todos los estudiantes en los programas de intervención de lectura con informes proporcionados a los maestros de clase y ajustes hechos a las listas de intervención según sea necesario. Los profesores de SAI supervisarán su progreso de los Nivel III, Nivel II y EL/RFEP con IEP, y los servicios del IEP y las adaptaciones en el aula se ajustarán según sea necesario en función de su progreso. Los maestros del salón trabajarán con los padres en las conferencias de otoño para diseñar y monitorear los Planes de Intervención Académica, incluido el apoyo tanto en el hogar como en la escuela para los estudiantes de Nivel III y Nivel II. Los fondos se proporcionan en el SPSA para que los maestros y especialistas estén presentes en las reuniones del SST para ayudar con la planificación de intervenciones y adaptaciones, considerar la elegibilidad de la Sección 504 y/o hacer referencias para asesoramiento o evaluación de educación especial para estudiantes que no están logrando el progreso previsto.

**Recomendación #5:** Continuar desarrollando ELD basado en contenido utilizando materiales en artes del lenguaje, ciencias y estudios sociales integrados con el contenido que los estudiantes están estudiando.

**Respuesta:** Se proporcionará desarrollo profesional sobre el diseño de ELD basado en el contenido y se les pedirá a los PLC de nivel de grado que usen los materiales de ELD en nuestras adopciones de artes del lenguaje, ciencias y estudios sociales para apoyar el ELD integrado y designado basado en el contenido.

**Recomendación #6:** Obtener voluntarios para la intervención de lectura en español y para ayudar a los estudiantes con la adquisición del idioma español.

**Respuesta:** La intervención de lectura en español para los estudiantes del Nivel III será la responsabilidad principal del LLI con el apoyo de los asistentes de instrucción asignados al programa de intervención. También capacitaremos a los BIA que prestan servicios en K-1-2 sobre el uso del programa de intervención de lectura y trabajaremos con los maestros de primaria para programar bloques de lectoescritura que puedan apoyar la intervención en el salón de clases o fuera de la escuela. El Enlace Comunitario Bilingüe ayudará a reclutar padres voluntarios de habla hispana que podrían ser voluntarios regularmente para ayudar con las tareas de práctica de lectura, ya sea en el programa de intervención o en los salones de clase.

Signature:   
Luz Prieto, Presidente del Edison ELAC

Signature:   
Francine Ortega, Presidente del Concilio Escolar

Signature:   
Lori S. Orum, Directora de Edison