



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	April 24, 2024	

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.

Table of Contents

SPSA Title Page	1
Purpose and Description.....	1
Table of Contents.....	3
Comprehensive Needs Assessment Components	5
Data Analysis	5
Surveys	5
Classroom Observations.....	6
Analysis of Current Instructional Program.....	8
Educational Partner Involvement	19
Resource Inequities	22
School and Student Performance Data	24
Student Enrollment.....	24
CAASPP Results.....	26
ELPAC Results	30
Student Population.....	33
Overall Performance	35
Academic Performance	37
Academic Engagement	44
Conditions & Climate.....	47
Goals, Strategies, & Proposed Expenditures.....	49
Goal 1.....	49
Goal 2.....	61
Goal 3.....	70
Budget Summary	83
Budget Summary	83
Other Federal, State, and Local Funds	83
Funds Budgeted to the School by Funding Source.....	83
School Site Council Membership	85
Recommendations and Assurances	86
Instructions.....	87
Instructions: Linked Table of Contents.....	87
Purpose and Description	88
Educational Partner Involvement	88
Resource Inequities	88
Goals, Strategies, Expenditures, & Annual Review	89
Annual Review	90

Budget Summary	91
Appendix A: Plan Requirements	93
Appendix B:.....	96
Appendix C: Select State and Federal Programs	98

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 2024-2025 SPSA is informed by academic data from diagnostic assessments from 2023-2024 and summative data from the 2022-2023 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, and the Edison Family Survey. 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. Regular updates on assessment results and survey findings are provided to the Site Council and to the ELAC. Slide decks with these reports are posted to the school website.

The Olweus Anti-Bullying Survey was administered in March 2024 and will be included in this analysis when reports are available. The Star assessments are considered to be predictive of CAASPP performance, and were used as part of the needs assessment for this SPSA. The 2023-2024 CAASPP data will be available in summer of 2024. 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 2024-2025.

A faculty survey was conducted in March to seek teachers' input on what they thought would be important to include in the SPSA to continue to make progress toward our goals. Regarding professional development to improve outcomes for English learners, the top requests (in this order) were:

- Effective strategies for designated English language development instruction,
- How to get the most out of our currently adopted language arts program.
- GLAD Strategies; and
- Science of Reading

Two thirds of respondents said that they were able to teach daily designated ELD, with most saying they provided 30 minutes a day of instruction. When asked what made daily designated ELD difficult to provide, the most frequent responses were:

- Finding the time in the instructional day to provide this;
- Knowing effective instructional strategies;
- Having effective instructional materials; and
- Figuring out something value added to do with the non-ELs while this instruction is happening.

Most teachers are currently using the ELD materials included with the Benchmark Language Arts adoption or a variety of teacher made materials. Teachers felt that the two most important things to support them in improving ELD instruction were: providing different curriculum materials and offering professional development in effective ELD teaching strategies

When asked about the focus they would recommend for the School Improvement Plan in 2024-2025, respondents were about evenly split between continuing to work on mathematics and shifting to some kind of focus on ELD or ELA.

Regarding arts programming, most respondents felt that it was very important to find funding to continue our current PreK-5 theater arts program in Spanish and our PreK-2 choral music program in Spanish. If new funds were to become available, the first preference was to add a semester of Visual Arts for all students and the second choice was to add some dance programs during physical education time.

The Edison Site Council also conducts an annual survey of parents to look at level of satisfaction with the school, perceptions of safety and quality, effective means of communication, strong features of the school, and possible areas for improvement. Survey respondents mirrored the language composition of the student body, with about one third indicating that their children were English learners. Both groups indicated that they understood what their students were learning, how to get information from the school, that they thought their children were safe at school and that they understood the school's rules and discipline system. The overwhelming majority of parents indicated that they felt comfortable bringing concerns to their child's teacher and that they regarded the weekly teacher newsletters as an important source of information. Most parents also indicated that they get their information about school activities from the school's weekly newsletter, EL Semanario, followed by other emails sent by the school and the PTA weekly newsblast. The quality of the teachers and staff, the involved parent community, and the dual language and multicultural program were seen as the school's strongest assets. Areas for improvement included the desire for more advance notice of dates for performances and field trips so people could more easily plan to attend, the wish for more programming around math education for parents, the traffic challenges of getting to school on our narrow residential streets, and the wish for more personnel to help with traffic and safety at the gates.

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. In 2023-2024, we conducted two sets of learning rounds. In October 2023, Learning Rounds were held in nearly all classrooms during math instructional time and involved the Principal, Assistant Principal, Language and Literacy Interventionist (LLI), Executive Director of Elementary Education, Innovate Education Consultant, SMMUSD's Math Coordinator, SMMUSD's Literacy Coordinator, and SMMUSD's Director of Education Technology and Information Services. The focus was to collect baseline information in the area of the School Improvement Plan (SIP) – which was increasing student engagement strategies leading to sustained student talk in mathematics.

After learning walks and outside visits, staff are provided with feedback letters highlighting what was observed. Part of what was observed during the fall learning rounds is that math instruction was often being delivered whole class with few opportunities for students to talk with each other about math or work together on math problems. Over the course of the year we noted that math instruction is now much more blended between teacher directed and small group work and that structured and supported opportunities for students to turn and talk with a peer about math now occur in most math warm ups and lessons.

We had scheduled a second set of learning rounds in early May but had to cancel them due to schedule conflicts. However, the fact that we had two Data Showcases with presentations by each

PLC and teacher about the work they had undertaken with the SIP provided more information than we would have been able to see during brief visits to only some of the classrooms.

The Principal and the LLI also hosted a PreK-5 visit from a team of educators from another school district looking at effective features of dual language education classrooms. 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 the Principal also looked for evidence of the schoolwide School Improvement Plan (SIP) strategy of implementing structures to promote student engagement leading to sustained student talk in math instruction in each observation visit for teacher evaluation. Staff who were being evaluated this year were also observed during math lessons so there were some additional opportunities to see this work in action.

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). They also vary sentence frames to elicit student responses with different levels of DOK.

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, think-pair-share structure, preview of specific academic vocabulary, sentence frames and check lists to support use of academic language in verbal and written responses. Teachers are using the district adopted core materials and approved supplementary materials. 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.

Observations and Learning Rounds revealed that upper grade teachers are using Google Classroom. 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 the district-purchased math program Dreambox.

Several grade levels continue to co-create shared lessons and/or use 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 that being offered in other classes. Teachers also continued the weekly practice of sending a newsletter and calendar 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 to provide 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 school follows the SMMUSD assessment plan, with some adjustments made to reflect the second language taught at Edison and the years at which students begin reading in English in Edison's dual language program. These adjustments mean that Edison takes more and some different assessments than do other district students, creating a heavier assessment diet for Edison and limited ability to use the data for cross district comparisons until grades 3-5.

INTERIM ASSESSMENTS: Edison follows the district assessment plan for administering interim assessments which allow for measuring individual student progress, diagnosing needs for MTSS interventions and differentiated instruction, and providing parents with on-going feedback on student progress. These interim assessments include:

- Renaissance Star -- All district students take the Star Reading and Math assessments three times a year as diagnostic tools for progress monitoring. To fit Edison's immersion model, our students also take the Star Reading Assessment, and the TK-K-1 students begin with the Star initial literacy test in Spanish until they reach a cut score that allows them to take the Star Reading in Spanish. Because initial reading instruction in 90-10 dual language programs is in Spanish in grades 1 and 2, students at Edison do not begin taking the Star English Reading until 2nd grade. Primary students take the Star Initial Literacy Assessment in Spanish, then the Star Reading in Spanish and the Star Math in Spanish. While all students continue taking the Star Reading in Spanish through 5th grade, beginning in Grade 2 students also take the Star Reading in English and the Star Math in English. So, students at Edison take additional and different Star assessments than do other students in SMMUSD.

While the assessments in Spanish provide useful information for diagnostic purposes, there are not state norms to interpret the scores, which means that they are not truly equivalent to the English tests, which do have state norms. So some care needs to be taken when looking at trends in data across grade levels or when comparing Edison students to other district students. However, for on-going diagnosis of student instructional needs and progress monitoring, the Star is a useful tool. 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. Star data are also used as screeners for the need for MTSS interventions during the school year and summer. They are also one of the interim measures that can be used for reclassification of English Learners mid-year (along with the ELPAC).

- Other District Interim Assessments: 3-4-5th grade students also take CAASPP Interim Assessment Blocks (IABs) 2x 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 are also used to inform instructional plans in classrooms Edison used a similar process of grade level analysis, reflection, and adjusting instruction for the IABs. The IABs are not available in Spanish reading and language arts, nor in Spanish. Since math is taught in Spanish at all grade levels at Edison, this means that 3-5th grade students are always tested in math in a language (English) that is not the language of instruction (Spanish). Students in primary grades take district developed interim assessments in math, administered in Spanish at Edison. Edison supplements these assessments by conducting individual reading assessments in Spanish (using Fountas and Pinnell) for Kindergarten, 1st and some 2nd graders for progress monitoring in Spanish reading.

SUMMATIVE ASSESSMENTS:

- CAASPP: Students in Grades 3-4-5 take the CAASPP assessments in English Language Arts and Mathematics. 5th graders take the California Science Test. While some years, students have also taken the CAASPP in Spanish, the assessment does not always provide timely and consistent data. This year's test was a pilot, adding oral language and writing sections which, while valuable, lengthened the test considerably – adding a full week to the testing schedule. Due to the longer length of the test, its pilot status, and the absence of a state plan to pay for the additional costs of hand scoring the new features beyond the pilot year, Edison and many districts opted out of the test this year. While we would like to have a measure equivalent to the CAASPP to measure student achievement in Spanish Language Arts, there is also an upper limit to how many consecutive weeks of testing we can ask the students to do. This spring's Spanish CAASPP would have meant that our 5th graders would have been testing for five straight weeks (the CAASPP ELA, SLA, Math and Science tests, plus the district required Spring Star tests in English Reading, Spanish Reading, and Math).

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 state and district assessments. CAASPP data are summative but results are not available for analysis until after the end of the school year, which means that we do not have the data available to guide our initial SPSAs. Needs assessments are based on the previous year's CAASPP data and other local measures and Site Council reviews the CAASPP results when available and makes any indicated modifications in the SPSA at the beginning of each year. 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.

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 2nd grade uses both Spanish and English assessments as needed to monitor emergent readers. These data are used to help guide teachers in placing students with texts of appropriate complexity and for differentiating instruction based on the needs of emergent readers. These assessments are also used as an additional measure of need for reading intervention. 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 currently 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. Curriculum embedded assessments after the first cycle to determine which students continue with this program in an intervention smaller group setting and determine which are ready to exit the program. Teachers also make use of assessments embedded in 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 use Quickwrites to a prompt to assess comprehension of a reading or content tasks.

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 2023-2024 school year, we had three new teachers -- two of whom hold masters degrees in education and appropriate California bilingual teaching credentials. One teacher resigned in the fall and we were unsuccessful in finding a permanent replacement and so engaged a long-term substitute teacher. He received support from his grade level colleagues and from one of Edison's teachers who regularly mentors teachers in the induction program. 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 this banked time schedule. Upper grade teachers use the time that district music teachers provide instruction to their students (1x week in 3rd grade and 2x weekly in 4th and 5th grades) to participate in grade level Professional Learning Communities (PLCs). Other funds are made available from district LCAP resources to provide compensated teacher time after school (approximately monthly) for K-1-2 teachers the opportunity 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 an elected teacher leader from each grade level K-5, the Language and Literacy Interventionist, and the principal. The SLT developed a professional development plan for 2023-2024 at the beginning of the school year which was approved by the Faculty Advisory Committee (FAC) 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, Social Justice Standards, Culturally-responsive pedagogy, and Common Core Standards. Finally, staff feedback informs 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 2023-2024, Academic Coaches were centralized at the district office so Edison did not have an on-campus coach with background in dual immersion. This reduction in staffing meant that we had a reduced level of support for PLCs. The LLI, Assistant Principal and Principal stepped in to provide staffing support for all grade level PLCs, assisting them in documenting and sharing their work. The absence of an Academic coach with experience in dual immersion meant that we also did not have facilitator support for Lesson Links this year and so re-purposed these budgeted days to provide grade level planning time to help PLCs update their curriculum maps.

Because Edison did not have Title I funding this year, we also did not have a Title I reading intervention teacher providing intervention support for struggling readers in grades 1 and 2. Instead, we repurposed some of our Bilingual Instructional Assistants, and assigned them to work with the Language and Literacy Interventionist to provide small group supplementary reading support for first and second graders. Four BIAs received special training and support and each provided small group reading support services as part of their assigned day. Two of Edison's probationary teachers worked with the SMMUSD Induction program to clear their credentials and worked with two Edison teachers who served as mentor teachers for them. Because Edison was awarded a two-year grant from the Cotsen Foundation, we also had one of our experienced teachers working out of the classroom this year as a Cotsen Mentor and five teachers selected as Cotsen Fellows. These fellows worked with the mentor on individual professional development goals and received release time to attend training and participated in an inquiry process with the mentor, observing and providing feedback on methods they were incorporating into instruction. Different SMMUSD Central Office staff supported professional development in the areas of math and data analysis, and Restorative Justice. All Edison staff were trained in Restorative Justice this year.

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, the staff meet together and in 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 2- 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. Reading intervention teachers coordinate push-in and/or pull-out services so that students are also present for core literacy instruction by teachers. 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. 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. 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 the district has provided a district-funded Language and Literacy Interventionist (LLI). The district-funded LLI provided 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. As described elsewhere, Edison also allocated Instructional Assistants to provided Spanish reading support for students in 1st and 2nd grade approximately 3 times per week. This early intervention in Spanish is particularly important in a dual language program because the literacy skills students built 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 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 and build sustained student talk. 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 also provides workshops and parenting classes in both languages to support families with parenting skills -- although the fall resignation of our Family Services Counselor and the agency's delay in being able to find a qualified replacement limited the provision of these support services this year. The Edison 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. Once the requirement that parent volunteers be Covid vaccinated was lifted, Edison had more parent volunteers in classrooms again this year. In past years Edison has had approximately 250 trained and screened parent volunteers available to assist teachers. We continue to screen and train all parent volunteers. Our partners at Virginia Avenue Park host many programs and workshops that especially target low-income families and the school promotes 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 but also introduced a hybrid option for meetings this year which expanded attendance, 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.

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)

Edison parents, staff, and administrators participate in district advisory committees that plan and monitor the LCAP.

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 full-time Language and Literacy Interventionist. With Stretch Grant Funds and PTA Support, 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 LLI, Principal and Assistant Principal. They oversee 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 assessment cycle. The LLI also provided updates on Intervention Classes and the number of students exiting and entering the programs.

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 (LLI) 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. At the request of the ELAC, workshops were also provided on: the reclassification process and how to support students, conducting effective parent-teacher conferences, keeping students safe on social media, and supporting students with mathematics instruction. The ELAC workshops were also shared with the general education parent community and all were invited.

Presentations on the Site Plan and the SIP 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. After its April meeting, ELAC submitted formal recommendations to Site Council.

The Principal and the Bilingual Community Liaison are both members of the Site Council and regularly attend ELAC meetings. They have regularly shared updates from Site Council with ELAC and carried ELAC questions and concerns to Site Council. This year ELAC shared the following formal recommendations for the 2024-2025 SPSA with Site Council:

We also worked to increase transparency in the Site Council's work and provided regular updates about Site Council agendas and deliberations on the weekly school newsletter. Information about Site Council being a public meeting, how to attend and address Site Council and the meeting links were regularly included in El Semanario and posted on the website, along with meeting notices, agendas, and minutes. Several people attended regularly as observers this year, including the PTA President and the ELAC President.

The following formal recommendations for the 2024-2025 SPSA were presented by the Edison ELAC:

1. STAFFING Provide funding for a full-time teacher to focus on English Learners. 2. Provide more Bilingual Instructional Assistant time to teachers.

Site Council Response: The proposed SPSA creates a Title I-funded position for a .50 FTE English Learner Teacher on Special Assignment (EL- TOSA). Duties would include coaching teachers, conducting professional development, and supporting high quality designated and integrated ELD in the classroom. This position would be paired with a .50 FTE LLI whose function would be to provide Reading Intervention and Supplemental ELD to English Learners in grades 3-4-5. The LLI position would be half of a 1.0 FTE LLI position supported with District funds. This would allow a full time teacher whose focus would be on elevating instruction for Edison's English Learners. Unfortunately, we are currently unable to increase BIA time for teachers. Funding for BIAs is provided entirely through the Education Foundation and as of April, they have not yet raised all the funding needed just to sustain current levels of support for BIAs. Edison has elected to provide BIA support to all classroom teachers. Absent any increase in funding for BIAs, increasing aide time for some would come at the expense of being able to provide all classrooms with BIA support. Such a change would require a faculty vote. There are schools that choose to focus all their BIA time on the primary grades and that could be explored next year and voted on mid-year by faculty.

2. PARENT WORKSHOPS – Parents recommended a robust parent education program as part of the SPSA, including:

- Have math workshops for parents divided into two groups (K-2nd) - (3rd-5th). Have one workshop per semester to evaluate/review what students will be learning. (techniques and methods).
- Have English workshops at the beginning of the year to know how best to help your child with language acquisition.
- Offer a workshop(s) on the importance of exams for English learners since they contribute directly to eligibility for reclassification and as a screener to receive district intervention services. Teach parents techniques on how to prepare your students at home to be successful on assessments (tips: hours they have to sleep, practice exams, what links are available, how to use them). Help parents understand what the exams that their children take are like – practice items from Star, IABs, CAASPP, etc. so they understand what their students are doing during testing windows.
- Guide parents on how to best use the online adaptive resources that the school provides (Raz Kids, Lexia, Dreambox, Newsela, etc.). Offer hands-on workshops where parents can practice.
- Offer workshops on grade level standards to that parents understand the expectations and topics their students are expected to master. Include information on instructional approaches, resources, and opportunities used at Edison.

Site Council Response: This SPSA includes a scope of work and funding for a series of parent education workshops as a part of parent engagement.

- A series of at least six parent workshops are included in the SPSA for 2024-2025.
- All of the topics suggested are possibilities.
- A math workshop piloted this year with both in-person and on-line sections offered. Approximately 30 parents participated. We are building resources for additional workshops in 2024-2025 and will be applying for a Parent Engagement grant through the Cotsen Foundation to further extend this work.
- Workshops on Grade Level Standards could also be provided at the beginning of the year in grade level meetings. We've done this in the past to also create community between parents at a grade level. Teachers can be provided with easily usable electronic resources on standards to share with parents at Back to School Night to further make this information accessible to parents.
- We also propose holding a workshop(s) on the preschool to Kinder transition.

3. ADDITIONAL SUPPORT FOR ELs TO MEET RECLASSIFICATION CRITERIA Provide additional support to English Learners to support reclassification.

Site Council Response: Clarifying what ELs already receive to help them progress toward reclassification:

- The District affords ELs with IEPs the same preference as ELs without IEPs for IISS and before/after school programs.
- More isn't always better –It's important to find a balance between interventions and the general education classroom and the length of the school day for elementary school children. For example, we don't provide both Reading Intervention and SAI Reading for ELs with IEPs because it's too much time out of the classroom. SAI support is usually more targeted and in line with the students' specific learning disabilities.
- BIAs working in classrooms can be assigned to work with ELs in small groups to provide additional support
- There is an alternate criteria for reclassification for ELs with IEPs

- There is a strong emphasis in next year's SPSA on improving instruction for English Learners:
- Coaching and piloting designated ELD materials and approaches
- Deepening our teacher's expertise with GLAD
- Training for BIAs to support ELs in small groups in the classroom
- Monitoring the implementation of daily designated ELD and ensuring that this block is not interrupted for any other services.

4. TUTORING: Continue to provide afterschool tutoring for ELs with a focus on English and mathematics. Expand services from 4th and 5th grades to include afterschool tutoring for EL students beginning in Kinder to increase their chances of early reclassification. Increase services by also providing before school tutoring. Provide services from the beginning of the year. Make on-line reading programs available for ELs in Kindergarten from the beginning of the year.

Site Council Response:

- Edison's current afterschool tutoring program is designed to serve students in 4th and 5th grade who are not already being served by the District funded 310 Tutors Program. Preference given to ELs. The focus is English and Mathematics
- Plan is to start in fall 2024. This year we were not fully staffed until second semester.
- If there is space in the program, 2nd and 3rd grade ELs who are not already served by the district program can be included. Tier III ELs in 2nd and 3rd grade are already served by Reading Intervention Services in English.
- We do not have funding to operate a before school program – and the program would compete with the AVT program that targets the same students.
- Kindergartners have access to Raz Kids from the beginning of the year.

On May 8, 2024, Site Council's response to the Edison ELAC was shared with members of ELAC.

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 steadily over the years as the communities that Edison serves in Santa Monica continue to gentrify. As measured by the percentage of families that qualify for the federal free and reduced lunch program, the number of low income families declined from 49% in 2021-2022 to 31% in 2022-2023, but increased to 40.6% in 2023-2024. The dip in the number of families qualifying for the free and reduced lunch program was attributable in large part to the fact 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. This decline cost Edison its Title I eligibility in 2023-2024. Edison and SMMUSD mounted a campaign to encourage all families who might qualify to apply for the program. These efforts were successful in motivating more families to apply for the program and in 2023-2024, the percentage of qualifying families will again make Edison eligible for to receive a school-wide Title I grant in the 2024-2025 school year.

Approximately about one-third of Edison's students begin school English Learners. There are also 25-30% each year 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 support 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.

We also know that low-income families often lack computers at home and/or cable internet access which limit the ability of their children to access educational tools such as google classroom and the technology applications that Edison and SMMUSD provide to support learning. The district has a limited number of chromebooks that are available for families to check out to use at home during their time in elementary school so that children can access on-line resources. Edison also makes computers and school internet access available afterschool in its tutoring program so that participating students can increase their access to these programs.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	0.25%		0	1
African American	3.12%	1.27%	1.01%	12	5	4
Asian	1.82%	1.78%	2.03%	7	7	8
Filipino	%	0%	%		0	
Hispanic/Latino	63.64%	67.18%	68.86%	245	264	272
Pacific Islander	%	0%	%		0	
White	30.65%	29.01%	27.34%	118	114	108
Multiple/No Response	0.78%	0.76%	0.51%	3	3	2
Total Enrollment				385	393	395

Student Enrollment Enrollment By Grade Level

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

Conclusions based on this data:

1. Enrollment at Edison dipped during the Covid school closure-- primarily in TK and K. During the school closures and on-line learning, some parents delayed enrolling their children in school since these grades are not covered by compulsory attendance laws. In 2023-2024, the "Covid cohorts" are in second and third grades.
2. When Kindergarten cohorts are small, unless we enroll new students in 1st grade, we cannot fill those vacancies in the overall population. Dual Immersion schools typically do not enroll new students who are not already bilingual past 1st grade. To fill those vacancies, we have begun taking more transfer students from other immersion schools and additional students at all grade levels who are recent arrivals from Spanish speaking countries. This has increased our population of early emergent and intermediate bilinguals.
3. Enrollment has been declining across SMMUSD as the number of residents with school-aged children has been declining. Because Edison is a magnet school, as enrollment in Kinder and TK have grown each year since Covid, Edison's enrollment is slowly growing again.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	122	110	97	29.00%	31.7%	24.6%
Fluent English Proficient (FEP)	115	109	103	26.90%	29.9%	26.1%
Reclassified Fluent English Proficient (RFEP)				8.1%		

Conclusions based on this data:

1. The number of Edison students who are English Learners at entry has been declining in recent years. While Edison is still enrolling 50% of new students who are Spanish speakers, not all are monolingual Spanish speakers. Approximately half are already bilingual. While their transition to English reading happens earlier, the teachers have to work harder to help students speak the target language and the social language on the playground is more solidly English.
2. Approximately a third of Edison students are now IFEP -- having some exposure to another language on their home language survey but being themselves fluent English speakers.
3. The number of RFEP students continues to increase. In 2023-2024, 20 students met criteria for reclassification.

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	69	0	71	68	0	71	68	0.0	100.0	98.6
Grade 4	64	65	66	0	64	65	0	64	65	0.0	98.5	98.5
Grade 5	68	61	64	0	60	63	0	60	63	0.0	98.4	98.4
All Grades	199	197	199	0	195	196	0	195	196	0.0	99.0	98.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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.	2446.		30.99	30.88		28.17	27.94		25.35	25.00		15.49	16.18
Grade 4		2554.	2516.		62.50	38.46		20.31	35.38		6.25	16.92		10.94	9.23
Grade 5		2565.	2604.		50.00	63.49		21.67	22.22		16.67	12.70		11.67	1.59
All Grades	N/A	N/A	N/A		47.18	43.88		23.59	28.57		16.41	18.37		12.82	9.18

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	17.65		67.61	69.12		9.86	13.24
Grade 4		40.63	30.77		57.81	61.54		1.56	7.69
Grade 5		40.00	53.97		55.00	44.44		5.00	1.59
All Grades		33.85	33.67		60.51	58.67		5.64	7.65

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	16.18		53.52	66.18		22.54	17.65
Grade 4		43.75	35.38		46.88	53.85		9.38	10.77
Grade 5		40.00	60.32		50.00	34.92		10.00	4.76
All Grades		35.38	36.73		50.26	52.04		14.36	11.22

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	16.18		77.46	75.00		5.63	8.82
Grade 4		40.63	18.46		51.56	73.85		7.81	7.69
Grade 5		23.33	30.16		68.33	66.67		8.33	3.17
All Grades		26.67	21.43		66.15	71.94		7.18	6.63

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	23.53		71.83	64.71		4.23	11.76
Grade 4		45.31	24.62		50.00	67.69		4.69	7.69
Grade 5		31.67	49.21		63.33	50.79		5.00	0.00
All Grades		33.33	32.14		62.05	61.22		4.62	6.63

Conclusions based on this data:

1. Edison has a consistently high percentage of students who participate in the state testing.
2. Edison students in grades 3-4-5 scoring at or above grade level on the 22-23 CAASPP in English Language Arts averaged 69% over the three grades -- a very slight drop from the previous year. Scores in 22-23 ranged from 58% in 3rd grade, 75.85% in 4th and 86% by 5th grade. Given the high percentage of students who are English learners, we would expect the percentage of students scoring proficient or advanced in English Reading and Language Arts would rise with each additional year of exposure to instruction in English. We are also encouraged to see the growing number of students scoring in the advanced range. Because there is very little mobility in cohorts from year to year, we also look at how each cohort has performed from year to year. When we look at the cohort's scores over two years, the percentage of students who scored proficient and advanced who were 3rd graders in 21-22 was 59.16% and by the end of 4th grade this 73.82% of this cohort was scoring proficient or advanced. Those who were in 4th grade in 21-22, were 85.81% proficient or advanced and had almost identical scores in 5th grade (85.71%)
3. We also find it encouraging that the percentages of students scoring below standard were relatively small and are decreasing over time -- from 12.82% in 21-22 to 9.8% in 22-23. The percentage of each cohort scoring below standards also dropped considerably over two years -- 15.49% of those who were in 3rd grade in 21-22 scored below grade level, but only 9.23% were still scoring below standard by 4th grade. And 10.94 of those who were in 4th grade in 21-22 scored below standard, while only 1.59% of that cohort scored below standards by the time they were finishing 5th grade.

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	69	0	71	69	0	71	69	0.0	100.0	100.0
Grade 4	64	65	66	0	65	65	0	65	65	0.0	100.0	98.5
Grade 5	68	61	64	0	61	64	0	61	64	0.0	100.0	100.0
All Grades	199	197	199	0	197	198	0	197	198	0.0	100.0	99.5

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% 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.	2473.		35.21	33.33		38.03	36.23		11.27	23.19		15.49	7.25
Grade 4		2529.	2494.		38.46	24.62		35.38	33.85		21.54	29.23		4.62	12.31
Grade 5		2548.	2573.		45.90	51.56		14.75	26.56		24.59	14.06		14.75	7.81
All Grades	N/A	N/A	N/A		39.59	36.36		29.95	32.32		18.78	22.22		11.68	9.09

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	44.93		38.03	44.93		15.49	10.14
Grade 4		44.62	26.15		43.08	52.31		12.31	21.54
Grade 5		44.26	50.00		39.34	39.06		16.39	10.94
All Grades		45.18	40.40		40.10	45.45		14.72	14.14

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	39.13		47.89	50.72		11.27	10.14
Grade 4		41.54	26.15		50.77	55.38		7.69	18.46
Grade 5		37.70	37.50		47.54	59.38		14.75	3.13
All Grades		40.10	34.34		48.73	55.05		11.17	10.61

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	28.99		57.75	65.22		11.27	5.80
Grade 4		41.54	18.46		50.77	64.62		7.69	16.92
Grade 5		34.43	37.50		50.82	51.56		14.75	10.94
All Grades		35.53	28.28		53.30	60.61		11.17	11.11

Conclusions based on this data:

1. Approximately 70% of Edison students in grades 3-4-5 scored at or above standards on the 2021-2022 Math CAASPP and that percentage declined slightly to 68.68% in 22-23. There was a lot of variability in 2022-2023 by grade level, with 69.56 of 3rd graders scoring at or above standards and 58.47% of 4th graders, and 78.12% of 5th graders. When looking at cohort performance over two years, 3rd graders lost ground between 21-22 (72.24% at or above) and 22-23 (58.45). However, the 4th grade cohort gained ground between 4th (72.84% at or above) and 5th (78.12%).
2. The percentage of students scoring below grade level in math declined for 3rd and 5th grades but actually increased for 4th graders. 4th grade scores were enough of a concern, that math was made the content focus area in our 2023-2024 School Improvement Plan
3. CAASPP data indicate that there was not a lot of variability in student math mastery in Math Concepts and Procedures (85.85% above + at/near) Problem Solving (89.39% above + at/near, and Communicating Reasoning (88.89% above + at/near). Among those scoring below standards, there were more however in Concepts and Procedures than in other areas.

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
K	1487.2	1450.2	1459.2	1517.3	1475.4	1486.1	1416.7	1391.2	1396.2	26	16	22
1	1507.0	1474.9	1463.2	1564.7	1496.4	1481.4	1448.9	1452.8	1444.5	23	19	16
2	1548.9	1499.1	1538.3	1589.1	1522.5	1575.2	1508.2	1475.3	1500.8	21	24	18
3	1549.8	1509.8	1510.9	1579.6	1528.5	1526.6	1519.6	1490.6	1494.8	26	18	21
4	1567.9	1561.5	1554.8	1595.8	1578.2	1576.2	1539.4	1544.2	1533.1	19	22	12
5	1561.9	1567.4	1548.8	1578.6	1578.2	1565.2	1544.8	1556.1	1532.0	14	17	12
All Grades										129	116	101

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
K	53.85	18.75	40.91	38.46	43.75	27.27	7.69	37.50	27.27	0.00	0.00	4.55	26	16	22
1	34.78	15.79	18.75	56.52	52.63	56.25	8.70	31.58	12.50	0.00	0.00	12.50	23	19	16
2	66.67	25.00	50.00	23.81	50.00	33.33	9.52	20.83	16.67	0.00	4.17	0.00	21	24	18
3	65.38	27.78	19.05	23.08	44.44	52.38	11.54	22.22	23.81	0.00	5.56	4.76	26	18	21
4	57.89	63.64	66.67	31.58	18.18	33.33	10.53	13.64	0.00	0.00	4.55	0.00	19	22	12
5	64.29	58.82	50.00	21.43	29.41	25.00	14.29	5.88	16.67	0.00	5.88	8.33	14	17	12
All Grades	56.59	35.34	38.61	33.33	39.66	38.61	10.08	21.55	17.82	0.00	3.45	4.95	129	116	101

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
K	65.38	31.25	54.55	26.92	50.00	22.73	7.69	18.75	9.09	0.00	0.00	13.64	26	16	22
1	82.61	57.89	56.25	8.70	31.58	31.25	8.70	10.53	0.00	0.00	0.00	12.50	23	19	16
2	80.95	58.33	72.22	9.52	29.17	22.22	9.52	8.33	5.56	0.00	4.17	0.00	21	24	18
3	80.77	55.56	66.67	19.23	33.33	28.57	0.00	11.11	0.00	0.00	0.00	4.76	26	18	21
4	84.21	81.82	91.67	15.79	13.64	8.33	0.00	4.55	0.00	0.00	0.00	0.00	19	22	12
5	71.43	82.35	66.67	28.57	11.76	25.00	0.00	0.00	0.00	0.00	5.88	8.33	14	17	12
All Grades	77.52	62.07	66.34	17.83	27.59	23.76	4.65	8.62	2.97	0.00	1.72	6.93	129	116	101

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
K	15.38	0.00	0.00	15.38	31.25	36.36	69.23	68.75	59.09	0.00	0.00	4.55	26	16	22
1	4.35	10.53	6.25	30.43	31.58	31.25	34.78	36.84	43.75	30.43	21.05	18.75	23	19	16
2	14.29	12.50	22.22	66.67	33.33	44.44	14.29	37.50	27.78	4.76	16.67	5.56	21	24	18
3	15.38	5.56	0.00	50.00	27.78	42.86	30.77	50.00	38.10	3.85	16.67	19.05	26	18	21
4	15.79	31.82	8.33	31.58	40.91	50.00	42.11	13.64	33.33	10.53	13.64	8.33	19	22	12
5	7.14	23.53	25.00	50.00	35.29	16.67	42.86	23.53	33.33	0.00	17.65	25.00	14	17	12
All Grades	12.40	14.66	8.91	39.53	33.62	37.62	39.53	37.07	40.59	8.53	14.66	12.87	129	116	101

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
K	57.69	37.50	40.91	42.31	62.50	59.09	0.00	0.00	0.00	26	16	22
1	69.57	63.16	75.00	30.43	36.84	18.75	0.00	0.00	6.25	23	19	16
2	65.00	54.17	61.11	30.00	41.67	38.89	5.00	4.17	0.00	20	24	18
3	53.85	33.33	33.33	46.15	66.67	57.14	0.00	0.00	9.52	26	18	21
4	78.95	72.73	58.33	21.05	27.27	41.67	0.00	0.00	0.00	19	22	12
5	42.86	41.18	41.67	50.00	41.18	41.67	7.14	17.65	16.67	14	17	12
All Grades	61.72	51.72	50.50	36.72	44.83	44.55	1.56	3.45	4.95	128	116	101

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
K	72.00	31.25	63.64	28.00	68.75	22.73	0.00	0.00	13.64	25	16	22
1	86.96	27.78	50.00	13.04	66.67	37.50	0.00	5.56	12.50	23	18	16
2	90.48	70.83	88.89	9.52	25.00	11.11	0.00	4.17	0.00	21	24	18
3	96.15	83.33	76.19	3.85	11.11	19.05	0.00	5.56	4.76	26	18	21
4	100.00	86.36	91.67	0.00	13.64	8.33	0.00	0.00	0.00	19	22	12
5	92.86	94.12	91.67	7.14	0.00	0.00	0.00	5.88	8.33	14	17	12
All Grades	89.06	66.96	75.25	10.94	29.57	17.82	0.00	3.48	6.93	128	115	101

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
K	15.38	0.00	0.00	84.62	100.00	95.45	0.00	0.00	4.55	26	16	22
1	47.83	50.00	37.50	26.09	27.78	50.00	26.09	22.22	12.50	23	18	16
2	38.10	29.17	44.44	61.90	58.33	50.00	0.00	12.50	5.56	21	24	18
3	11.54	0.00	4.76	76.92	61.11	66.67	11.54	38.89	28.57	26	18	21
4	26.32	22.73	8.33	52.63	59.09	75.00	21.05	18.18	16.67	19	22	12
5	7.14	23.53	8.33	85.71	58.82	66.67	7.14	17.65	25.00	14	17	12
All Grades	24.81	21.74	16.83	64.34	60.00	68.32	10.85	18.26	14.85	129	115	101

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
K	15.38	12.50	31.82	73.08	81.25	54.55	11.54	6.25	13.64	26	16	22
1	4.55	5.26	0.00	45.45	89.47	75.00	50.00	5.26	25.00	22	19	16
2	9.52	12.50	11.11	80.95	58.33	88.89	9.52	29.17	0.00	21	24	18
3	42.31	16.67	14.29	57.69	66.67	76.19	0.00	16.67	9.52	26	18	21
4	15.79	63.64	25.00	73.68	31.82	75.00	10.53	4.55	0.00	19	22	12
5	21.43	29.41	33.33	78.57	58.82	50.00	0.00	11.76	16.67	14	17	12
All Grades	18.75	24.14	18.81	67.19	62.93	70.30	14.06	12.93	10.89	128	116	101

Conclusions based on this data:

- Overall, the Edison EL population is primarily composed of students at Level 4 and Level 3 with very few students who are beginners. Most Edison ELs speak Spanish as their other language and nearly all were born in the United States or arrived as very young children.
- The number of English Learners has declined over the three years reflected in these data -- from 129 in 20-21 to 116 in 21-22, to 101 in 22-23. This is attributable to the fact that we now reclassify students at multiple points in the year and some students leave the cohort. But some of the decline also comes from the fact that the population we are serving is shifting toward more English Learner children who enter Kindergarten having already had some exposure to English -- either in preschool programs or from older brothers and sisters who are already English speaking. Each year a larger percentage of our new Kindergarten students are IFEPs or are entering K as ELs but with more proficiency in English than in past years.
- Because so much less English is used in Edison's 90-10 dual immersion program in K-1-2-3, typically students are not ready to reclassify until 4th and 5th grades after they have had more instructional time in English. Those are also typically the first years where we have consistent academic achievement data in English language arts for students.

School and Student Performance Data

Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

2022-23 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
393	31.8	28	Students whose well being is the responsibility of a court.
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.	

2022-23 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	110	28
Foster Youth		
Homeless	3	0.8
Socioeconomically Disadvantaged	125	31.8
Students with Disabilities	43	10.9

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	5	1.3
Asian	7	1.8
Hispanic	264	67.2
Two or More Races	3	0.8
White	114	29

Conclusions based on this data:

- 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.
- As one would anticipate in a dual language program, a large proportion of the Edison population are English learners. Close to 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. A more robust campaign to educate families about the need to apply for the federal free and reduced lunch program in 2023-2024 led to over 40% of families qualifying for that program.

School and Student Performance Data






Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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



2023 Fall Dashboard Overall Performance for All Students		
Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts  Green	Chronic Absenteeism  Yellow	Suspension Rate  Blue
Mathematics  Green		
English Learner Progress  Blue		

Conclusions based on this data:

- English language arts scores and Mathematics scores were about the same for this last year -- both in the green zone. Based on prior year's scores, Mathematics was the content focus of Edison's School Improvement Plan iin 2023-2024.
- Perhaps because the focus of Edison's School Improvement Plan for the last two years has been English Learners, English Learner Progress was among the school's highest scores this year with scores solidly in the blue zone.

3. While suspension rates are very low (a positive indicator), chronic absenteeism has still not returned to pre-Covid levels and is in the mid-yellow range. We continue to regularly message the importance of children being in school every day that they are healthy, call to confirm absences, confer with families high absenteeism rates, and create plans to improve attendance. We also began refusing to approve independent study requests that were not clearly for an allowable reason, which did cause some families to change their vacation plans. This needs to continue to be an area of work for the coming year.

School and Student Performance Data

Academic Performance English Language Arts

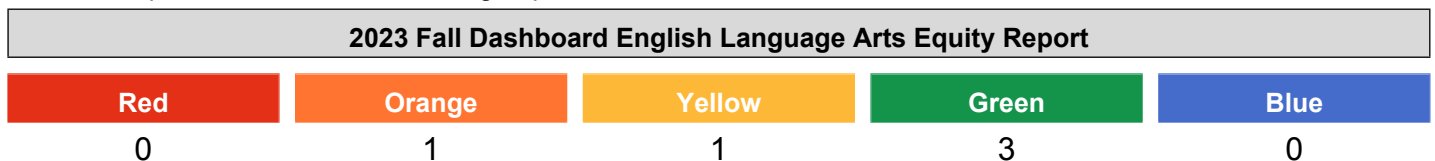
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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








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.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students  Green 50.6 points above standard Decreased -4 points 197 Students	English Learners  Green 5.6 points above standard Increased +3.9 points 74 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Yellow 4.9 points above standard Decreased -4.8 points 78 Students	Students with Disabilities  Orange 31 points below standard Decreased Significantly -47.6 points 34 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 22.3 points above standard Decreased -12.1 points 126 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	 Green 105.3 points above standard Decreased -3.3 points 62 Students

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.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
36.6 points below standard Decreased -7.4 points 43 Students	64.2 points above standard Decreased -3.4 points 31 Students	80.8 points above standard Increased +11.8 points 70 Students

Conclusions based on this data:

- While overall ELA scores were still rated as high this year (50.6 points above standard) this represented a slight decrease over last year for all groups except English Learners -- who increased by 3.9 points to post a total score which was 5.6 points above standard. Scores this year put three population groups in the high range (Latinx, White and English Learners) although both Latinx and White students experienced a decline in points over last year. Unfortunately Achievement is still varied by subgroup, with 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.
- Students with disabilities experienced a significant drop from last year and sank by 47.6 points leaving them to score 31 points below standard. While the population of students with disabilities shifts a little each year, we had sizeable groups of students with IEPs in 3rd, 4th, and 5th grades last year.
- Looking at students by language status, our English only students gained over last year -- increasing 11.8 points to have scores that were 80.8 points above standards. Among the English learner population, Reclassified English Learners (RFEPS) had a slight decrease in scores which left them at a median of 64.2 points above standards -- a wider gap between EOs and RFEPS than the year before mainly caused by the strong growth of the EOs. Students who were classified as English Learners, lost ground by 7.4 points over the previous year, leaving them 36.6 points below standards.
It is not surprising that students still classified as English Learners would score below standards because if they had met or exceeded standards on the CAASPP ELA and the ELPAC, 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. While the performance of our ELs on the dashboard was considered very high overall this year, it was a decline over the previous year.

School and Student Performance Data

Academic Performance Mathematics

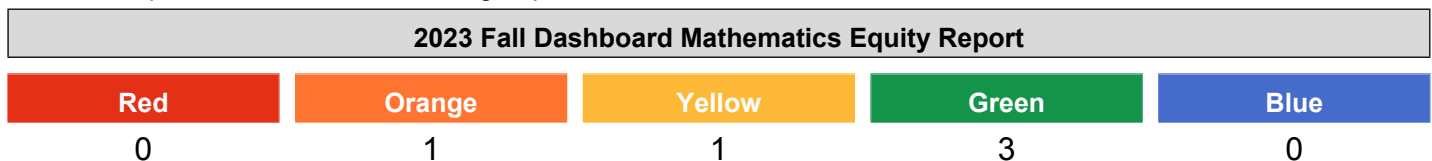
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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








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.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students  Green 32.7 points above standard Maintained -1.3 points 196 Students	English Learners  Green 4.1 points above standard Increased +10.1 points 74 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 2 Students	Socioeconomically Disadvantaged  Yellow 4.8 points below standard Maintained -0.3 points 78 Students	Students with Disabilities  Orange 30.7 points below standard Decreased Significantly -28.7 points 33 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
Less than 11 Students 4 Students	 No Performance Color 0 Students	Less than 11 Students 3 Students	 No Performance Color 0 Students
Hispanic	Two or More Races	Pacific Islander	White
 Green 9.8 points above standard Decreased -6.8 points 125 Students	Less than 11 Students 2 Students	 No Performance Color 0 Students	 Green 75.8 points above standard Decreased -8.7 points 62 Students

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

2023 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
23.5 points below standard Maintained +0.4 points 43 Students	42.3 points above standard Increased +10.1 points 31 Students	47.7 points above standard Decreased -4.1 points 69 Students

Conclusions based on this data:

1. Edison's math dashboard scores were virtually identical to its ELA scores -- with scores for Latinx, EL, and White students falling into the high range, scores for socioeconomically disadvantaged students in the orange range, and students with disabilities scoring in the yellow range.
2. Of the 5 groups of students scoring above the standard (White, English Only, Reclassified English Learners, Latinx and EL students), White, English only, and Reclassified English Learner students had scores that were the furthest above standards. Students with disabilities, current English learners, and students from socioeconomically disadvantaged families had scores below the standard.
3. Relative to their scores from last year, EL's overall (fueled by a 10.1 point increase by Reclassified English Learners) increased their scores. Current English Learners, and children from Socioeconomically disadvantaged families maintained their scores, and White, English only, and Latinx students posted decreases in scores. While our School Improvement Plan targeted current English Learners, it appears that the Reclassified English Learners were the biggest beneficiaries of the efforts to increase sustained student talk in mathematics. Since there is considerable overlap between English Learner students and students from Socioeconomically disadvantaged families, the Math focus of the SIP may have also contributed to this group maintaining its scores. A closer look at math instruction for students with disabilities both in general education and in their SAI classes would seem warranted.

School and Student Performance Data

Academic Performance English Learner Progress

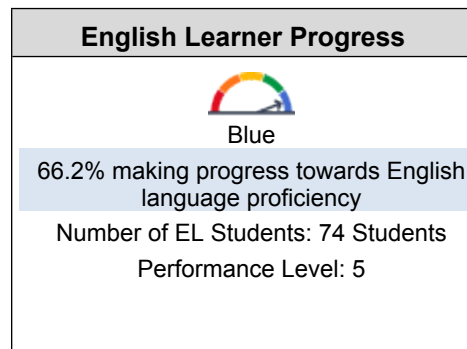
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

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

2023 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.

2023 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
9	16	5	44

Conclusions based on this data:

1. English Learner progress this year represents a gain over last year's progress, with students scoring an average of 66.2 points above the standard and an overall score in the high range. Our school improvement plan for the 2022-2023 school year targeted ELs in efforts to increase student engagement and language use in reading and language arts instruction.
2. While the percentage of students decreasing one ELPI level declined from 36% of ELs to only 9% in 2022-2023 -- that is still 9% too many! Edison focused its School Improvement Program in 2022-2023 on ELs and active learning in an effort to make up for some of this loss and while overall EL students posted strong gains, 9 students actually lost ground.
3. The data support a continued focus on ELs for school improvement efforts.

School and Student Performance Data

Academic Performance College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

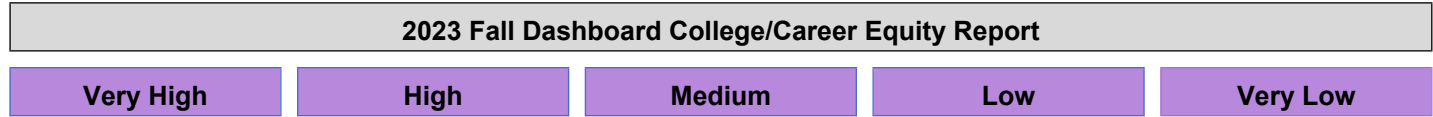
The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative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

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

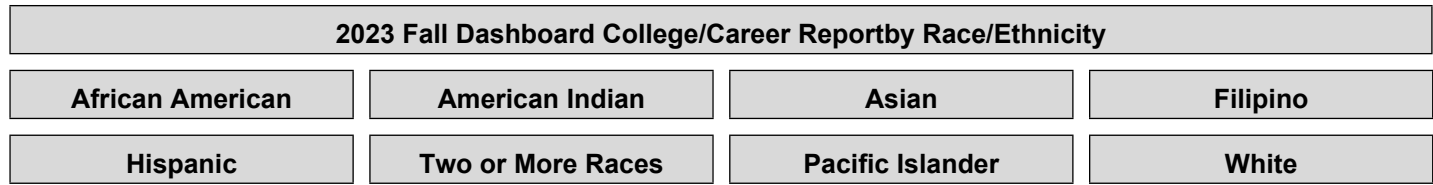
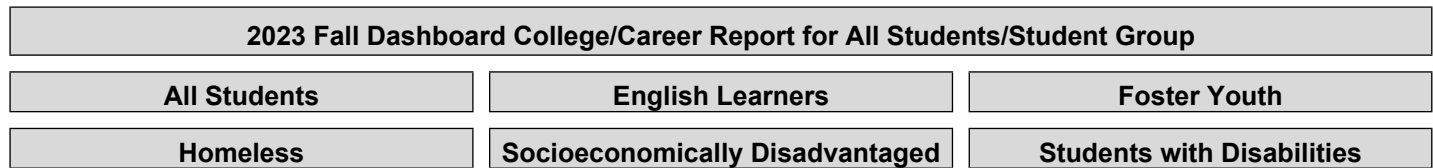
This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.



This section provides number of student groups in each level.



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.



Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement Chronic Absenteeism

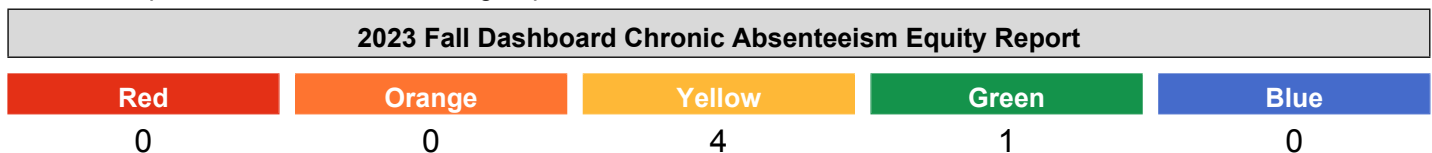
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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






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








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.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students  Yellow 15.2% Chronically Absent Declined Significantly -10.2 396 Students	English Learners  Yellow 17.9% Chronically Absent Declined -12 117 Students	Foster Youth  No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged  Yellow 19.6% Chronically Absent Declined Significantly -14.9 153 Students	Students with Disabilities  Yellow 19% Chronically Absent Declined -23.1 58 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American Less than 11 Students 5 Students	American Indian  No Performance Color 0 Students	Asian Less than 11 Students 7 Students	Filipino  No Performance Color 0 Students
Hispanic  Yellow 19.1% Chronically Absent Declined Significantly -12.8 267 Students	Two or More Races Less than 11 Students 3 Students	Pacific Islander  No Performance Color 0 Students	White  Green 7% Chronically Absent Declined -6.5 114 Students

Conclusions based on this data:

1. Chronic absenteeism became a problem at Edison during Covid in a magnitude that it had not before. After Covid, we still had higher rates as people had become accustomed to keeping students home at any sign of illness and had become accustomed to traveling for pleasure and/or family functions during the school year.
2. However, during the 2022-2023 school year, absenteeism for all groups declined significantly. Absenteeism remained higher than desirable for students with disabilities but had declined from 42.1% to only 19% .Chronic absenteeism for students from SED families declined from 34.5% to 19.6%, and for Latinx/Hispanic students declined from 31.9% to 19.1%. For English Learners the percentage who were chronically absent declined from nearly 30% to 17.9%. White students continued to have the lowest rate of chronic absenteeism with only 7% falling into the Chronic Absenteeism category.
3. We implemented an aggressive policy of conferencing with parents in 2022-2023 and 2023-2024 and created School Attendance Contracts for those with the highest rates of absenteeism. We were able to change attendance patterns for many of the families that received letters, phone calls, and SART contracts. Efforts need to continue for ELs, Latinx, students with disabilities and students from low SES families.

School and Student Performance Data

Academic Engagement Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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

Red Orange Yellow Green Blue
 Lowest Performance Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report

Red
Orange
Yellow
Green
Blue

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

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate Suspension Rate

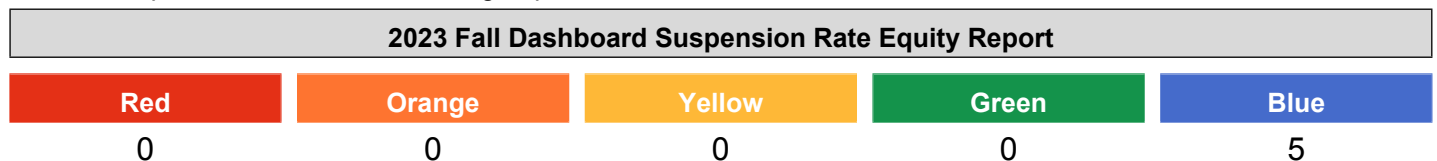
The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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

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








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.

2023 Fall Dashboard Suspension Rate for All Students/Student Group		
All Students Blue 0% suspended at least one day Maintained 0 396 Students	English Learners Blue 0% suspended at least one day Maintained 0 117 Students	Foster Youth No Performance Color 0 Students
Homeless Less than 11 Students 3 Students	Socioeconomically Disadvantaged Blue 0% suspended at least one day Maintained 0 153 Students	Students with Disabilities Blue 0% suspended at least one day Maintained 0 58 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity

African American Less than 11 Students 5 Students	American Indian  No Performance Color 0 Students	Asian Less than 11 Students 7 Students	Filipino  No Performance Color 0 Students
Hispanic  Blue 0% suspended at least one day Maintained 0 267 Students	Two or More Races Less than 11 Students 3 Students	Pacific Islander  No Performance Color 0 Students	White  Blue 0% suspended at least one day Maintained 0 114 Students

Conclusions based on this data:

1. There were no suspensions this school year. Edison suspension rates in general are very low -- some years no students are suspended and other years only one or two.
2. Suspension rates are low because of a progressive discipline system that intervenes with problem behaviors before most get to the point of suspension being an option. The school uses staff problem solving and discipline conferences, conferences with the principal or assistant principal, calls to parents, class meetings for role play and problem solving, the use of the Student Success Team (SST), counseling referrals, and behavior plans with out of school suspension as a last resort or as an option use for behavior that is not responsive to these other methods.
3. The school has invested in training all of its staff in Restorative Justice and administration facilitates RJ circles to help students move past conflict into a plan for moving forward. We also invest in a robust social emotional education program, involving students in setting class and school rules, teaching self regulation behaviors and mindfulness, using the Olweus Anti-Bullying Program, Second Step, and Responsive Classroom.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

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

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 in ELD, instructional alignment, and best dual immersion practices to provide instruction; 4) Offer parent support to raise achievement and improve student and family engagement.

Identified Need

<p>BASELINE INFORMATION</p> <p>Baseline 2022-2023 DATA: Edison’s data on the California State Dashboard based on 2022-2023 data indicates that overall Edison is a high-performing school, with its Latinx population scoring high relative to state norms and its EL population posting very high gains. However, there are large gaps between the White and English-Only populations which consistently score significantly above state standards and other subpopulations. Most of the increase for ELs (which earned Edison a blue designation on the dashboard) appears to be due to the strong performance of an increasingly large number of Reclassified Fluent English Proficient students who are both growing in their achievement and posting scores above state standards. These high scores for RFEPs are consistent with research on English learners and a testament to the success of the dual language program. Scores for students who were ELs at the time of the CAASPP test, declined and they are still scoring below the state standards.</p> <p>GOALS SET IN LAST YEAR’S SPSA:</p> <ul style="list-style-type: none">For English Language Arts -- By the end of the 2023-2024 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.For Math -- By the end of the 2023-2024 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.

ESTIMATES OF 2023-2024 CAASPP SCORES: At this writing, Edison students are still completing CAASPP testing, so we do not have the data to determine whether or not these goals were achieved in either ELA or math. As an estimation of where scores are likely to land, we used Spring Star data in ELA and Math for this needs assessment. These data tend to be predictive of students' CAASPP scores and indicate that 63% of all Edison students in grades 3-5 will meet or exceed standards in ELA on the CAASPP, and 61% of all students in grades 3-5 will meet or exceed standards in math on the CAASPP. Scores will vary by grade level and by subgroup, particularly by language status.

ELA

- **BY GRADE LEVEL:** Star scores indicate variability by grade level, with 61% of 3rd graders, 56% of 4th graders, and 64% of 5th graders likely to meet or exceed standards. While these scores are close to our 2023-2024 CAASPP goals for 3rd and 5th grade, they indicate that our 4th graders may score much lower than we had predicted.
- **BY SUBGROUP:** There also continues to be great variability in scores by other subgroups. Star scores indicate that 81% of White students and 75% of students who are NOT ELs will meet or exceed standards. In contrast, only 55% of Latinx students and 17% of EL students are predicted to score at or above standards.
- **GROWTH RATES:** Growth rates on the Star were similar for all student groups, with 79% of ELs and 80% of Not-ELs showing high or moderate rates of growth. However, because their beginning scores were so far apart, ELs will have to make steady and accelerated growth to narrow the 58 % point gap between ELs and Not-ELs.

MATH:

- **BY GRADE LEVEL --** Using Star Spring data as a predictor of CAASPP scores, we see that 61% of 3rd graders, 56% of 4th graders, and 64% of 5th graders can be expected to score at or above standards on the CAASPP. These scores are closer to the goals we set for the year (70% of 3rd graders, 62% of 4th graders, and 55% of 5th graders), with 3rd and 4th graders likely to score lower than the goals set but 5th graders are likely to exceed their math goals.
- **BY SUB GROUPS:** 79% of White students and 69% of students who are NOT ELs scored at or above standards, with only 53% of Latinx and 26% of EL students scoring at that level. The gap between ELs and non-ELs was 44 points in math, compared to 58 points in English, indicating somewhat better performance in math. Another notable thing about Star math scores is that students show a substantial achievement gap by gender, with 69% of male students and only 53% of female students scoring at or above standards. Some targeting of female students – especially female, EL, Latinx and/or students from SED families would seem warranted.
- **GROWTH RATES:** 81% of all students in grades 3-4-5 showed growth rates that were either high or moderate. A lower percentage of ELs had high or moderate growth rates (72%) compared to non-ELs (83%). Growth rates by grade level were similar (81% of 3rd grade, 80% for 4th grade, and 85% for 5th grade). However, because the beginning scores of ELs and NOT ELs were so far apart, ELs will have to make steady and accelerated growth to narrow the 44 % point gap between ELs and Not-ELs.

SPANISH: Because the CAASPP in Spanish is still a pilot this year and since administering this test would have raised the number of consecutive weeks of testing to 5 weeks for our 5th graders, we elected not to participate in the Spanish test this year but to use our Star Spring Spanish Reading

scores. On the Star Spanish Reading Assessment, there was little variability by language status, with 80% of English Learners and 81% of NOT-ELs meeting or exceeding standards. It should be noted, however, that there are not state benchmarks for this test, so these scores are based on lower District Benchmarks. However, as a measure of student growth, ELs outpaced NOT-ELs, with 88% posting high or moderate growth as compared to 78% of NOT-ELs. It should be noted that the NOT-EL group includes not only native English speakers but also IFEPs and RFEPs (Edison's bilingual population). One possible reason for the growth in Spanish reading scores is the fact that Edison's year-long School Improvement Plan (SIP) focused on providing students with additional practice in reading comprehension (unpacking word problems), and engaging in sustained student talk and writing about their mathematical thinking. Since math is taught entirely in Spanish at all grade levels at Edison, all this work was done in Spanish. Teachers provided many language scaffolds to help all students engage in sustained and accurate language use. While ELs may not have posted the magnitude of gains in math scores we were hoping for, it is possible that another effect of the intervention was to boost the Spanish language arts skills (speaking, reading, and writing) of English learners.

IMPLICATIONS OF NEEDS ASSESSMENT FOR CONTINUED WORK ON GOAL 1:

- Past CAASPP data and Spring Star data indicate that there is still a need to target school improvement efforts on English Learners in English Language Arts and Math.
- Along with a focus on English Learners, increasing the school's ability to provide high quality content-based Designated and Integrated ELD would seem warranted since this affects every EL student learning at Edison and the gap in their ELA scores when compared to not-ELs is large.
- The California Dashboard indicates that some additional attention to the way we provide services to students with disabilities may be warranted. While the numbers are small, the group tends to overlap significantly with English Learners, Latinx and low SED students. Students with Disabilities was the subgroup that declined the most over the last two years and had the scores that were the most below state averages. Since the SpEd population varies from year to year (as do the nature of the disabilities and goal areas of children with IEPs) it might be most productive when seeking to improve the achievement of students with disabilities to look at Edison's structures, scheduling and instructional design -- ensuring that these students receive BOTH appropriate instruction in the general education setting with accommodations AND their specialized SAI services (e.g. not pulling them from class during core ELA and Math instruction so they do not miss exposure to grade level content, ensuring that appropriate classroom and testing accommodations, and making sure that EL students with IEPs consistently receive both designated and content-based ELD in the general education and special education settings.
- There is still a need for a robust MTSS program in reading instruction in both ELA and SLA, with well-trained personnel, appropriate interventions, and regular progress monitoring. Services could be provided on a push-in or pull-out basis.
- Given the size of the achievement gap between ELs and NOT -ELs in ELA, efforts to recalibrate and strengthen Edison's language arts instructional design could be very a powerful way of improving services across classrooms and grades. Some questions for inquiry might be: Do teachers have access to the training and materials to provide high-quality content-based Integrated and Designated ELD? Are features of literacy blocks standards-based and both horizontally and vertically aligned? Is there alignment in different programs and methods that we currently use to teach both Word Recognition (phonological awareness, decoding, and sight words), and in the ways we teach Reading Comprehension (background knowledge, vocabulary, language structure, verbal reasoning, and literacy knowledge)?

- Ongoing efforts to engage and empower parents are essential. Parents routinely ask for opportunities to learn, and to volunteer. Continue the practice of making class schedules easily available to parents as well as weekly newsletters on the topics and standards being covered and what parents can do at home.
- Set goals for 2024-2025 that are both visionary overall and realistic with respect to what subgroups that are currently lower scoring can reasonably be expected to achieve. Thus, while the overall goal is that 80% of Edison students in grades 3-4-5 will meet or exceed standards in ELA and Math, we have set targets for English Learners and different grade levels that represent moderate growth over their 2023-2024 scores.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Star English Reading, Star Math (English), Star Spanish Reading, CAASPP ELA and Math Assessments	<p>ELA</p> <p>2022-2023 CAASPP % by grade that met or exceeded standards at the end of last year:</p> <p>3rd-5th Grades: 72.45%</p> <p>3rd Graders: 59% (students in 4th grade in 2023-2024)</p> <p>4th Graders: 74% (students in 5th grade in 2023-2024)</p> <p>5th Graders: 85% (now middle schoolers)</p> <p>Spring 2024 Star Scores in ELA; percentage meeting or exceeding state ELA benchmarks by subgroup and grade:</p> <p>All - 63%</p> <p>ELs - 17%</p> <p>Not-ELs - 75%</p> <p>Latinx - 55%</p> <p>3rd Graders - 61%</p> <p>4th Graders - 56%</p> <p>5th Graders 64%</p> <p>Male - 67%</p> <p>Female 60%</p> <p>MATH</p> <p>2023-2023 CAASPP % by grade that met or exceeded standards at the end of last year:</p> <p>3rd-5th Grades: 68%</p> <p>3rd Graders: 69% (students in 4th grade in 2023-2024)</p>	<p>By the end of the 2024-2025 school year, the percentage of students overall by grade level who have met or exceeded ELA standards on the CAASPP will be at least 80% overall in grades 3-5.</p> <p>By the end of the 2024-2025 school year, the percentage of students overall by grade level who have met or exceeded MATH standards on the CAASPP will be at least 80% overall in grades 3-5.</p> <p>By the end of the 2024-2025 school year, the percentages of students meeting or exceeding district benchmarks on the Star Spanish Reading will be at least 85% overall in grades 1-5.</p> <p>The following growth goals have been set for English Learners in English Language Arts, Math and Spanish Language Arts:</p> <p>By the end of the 2024-2025 school year, as measured by the spring 2025 CAASPP, 40% of ELs in 3rd Grade, 33% of ELs in 4th grade, and 22%</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>4th Graders: 59% (students in 5th grade in 2023-2024) 5th Graders: 79% (now middle schoolers)</p> <p>Spring Star Scores in Math; percentage meeting or exceeding state math benchmarks All - 61% ELs - 25% Not-ELs - 69% Latinx - 53% 3rd Graders - 61% 4th Graders - 56% 5th Graders 64% Male - 69% Female - 53%</p> <p>Spring Star Scores in SPANISH % meeting or exceeding district benchmarks: Total. -- 81% ELs - 80% Not-ELs - 81% 1st Graders - 91% 2nd Graders - 87% 3rd Graders - 86% 4th Graders - 81% 5th Graders - 65%</p>	<p>of ELs in 5th grade will score at or above standards in ELA .</p> <p>By the end of the 2024-2025 school year, as measured by the Spring 2025 CAASPP, 40% of ELs in 3rd Grade, 33% of ELs in 4th grade; and 22% of ELs in 5th grade will score at or above standards in Math.</p> <p>By Spring 2025, as measured by the Star Spring Spanish Reading Assessment, at least 82% of ELs will score at or above district benchmarks.</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 identified as having Tier III Reading skills. 1st and 2nd graders with Tier III reading scores will be served by the Spanish Reading Intervention Teacher. Students in Grades 3-4-5 will be served by the District-funded Language and Literacy Interventionist. 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 initially 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

FUND A .50 FTE READING INTERVENTIONIST TO PROVIDE TIER III READING INTERVENTION SUPPORT IN SPANISH FOR STUDENTS IN GRADES 1-2

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 a .50 FTE Spanish Reading Intervention Teacher. 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. The Interventionist will provide periodic summary reports on the number of students served and their progress to the School Site Council and SLT as requested, The teacher may also be tasked to provide training workshops in early literacy to parents or students being served , 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).

PROVIDE READING ENGLISH INTERVENTION TO STUDENTS IN GRADES 3-4-5 AND SUPPLEMENTAL EL INSTRUCTION TO STUDENTS IN 4TH AND 5TH GRADE TO REDUCE THE NUMBER OF LTELS IN THE UPPER GRADES. A district-funded LLI will provide English reading intervention to Tier III students in Grades 3-4-5 on a push in or pull out basis in small groups. The LLI will also provide Supplemental EL instruction to 4th and 5th grade English Learners to help them meet reclassification criteria. This position is completely funded by the district.

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)

72,000.00

Source(s)

Title I 2023-24 Allocation
1000-1999: Certificated Personnel Salaries
Salary for .50 FTE Reading Intervention Teacher

4000.00

Title I 2023-24 Allocation
4000-4999: Books And Supplies
Instructional Materials and supplies for intervention program

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

The Edison Site Leadership Team (SLT) will develop a School Improvement Plan (SIP) that will involve all teachers working in Professional Learning Communities (PLCs) and engaging in cycles of inquiry on a problem of practice to improve instruction. In 2024-2025, the SIP is launching a three-year instructional design process grounded in the Guiding Principles for Dual Language Education (Center for Applied Linguistics). Our work will begin in the Curriculum Strand, Principle 1: The program has a process for developing and revising a high-quality curriculum. The Edison PLCs and SLT will be reviewing its language arts curricula to ensure that it continues to be based on recent research on bilingual learners, is coordinated with support services including ELD and Special Education, is coordinated within and across grade levels, and includes a standards-based scope and sequence for language and literacy development in English and Spanish. Our Guiding Question is "How can our instructional design improve achievement for English learners.? The initial cycle of inquiry will focus on looking at current practices in reading/language arts to look at the degree of standards-based alignment and coordination with other services. Based on the strengths and gaps uncovered, the SLT will determine which aspect of the language arts curriculum will be the focus of the next two cycles of inquiry. The plan incorporates three cycles of inquiry, stretching from September through June, and includes regular site-based PLC and SLT meetings, two sets of learning rounds., three SLT meetings with our Innovate Education Consultant, two PLC Learning Showcases for the Edison faculty, and a Lesson Link for all teachers.

PLCs = Monthly after school meetings for teachers in grades K-1-2 (9 teachers) x 11 meetings x 60/hr for teacher hourly = \$5940.00. Teachers in grades 3-4-5 will meet during district music time at no additional cost.

Lesson Links- 17 possible teachers x full day sub @ \$220/teacher = 3,740.00 (organized by grade level) -- The part-time Academic Coach (funded by the district) will help facilitate SLT and PLC work and serve as the facilitator for the Lesson Links. Support for planning with the Innovate Ed consultant and for Learning Rounds is provided by other district funds.

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)
5940.00	District LCAP Funds 1000-1999: Certificated Personnel Salaries Costs for Afterschool PLC Meeting
3,470.00	District LCAP Funds 1000-1999: Certificated Personnel Salaries Substitute teachers for Lesson Links
590.00	District LCAP Funds 4000-4999: Books And Supplies Books and supplies 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 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. Professional development for teachers will be provided to support the artful use of these programs. Regular use of these programs will be programmed into weekly instructional schedules as follows:

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

Lexia Reading Core 5 - Students in 2nd - 5th grades -- 20 minutes 3 x per week.

Newsela - English and Spanish reading support for students in grades 3-4-5 (at least 30 minutes per week)

Dreambox -- Math support for grades K-5 = 40-60 minutes a week

(Lexia, Newsela and Dreambox are provided with other district funds)

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)

3,500.00

Source(s)

Parent-Teacher Association (PTA)
4000-4999: Books And Supplies
Annual Subscription for Raz Kids

Strategy/Activity 4

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)

1000.00

Source(s)

Title I 2023-24 Allocation
4000-4999: Books And Supplies
Instructional Supplies

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

Students in Kindergarten and 1st Grades

Strategy/Activity

Provide Assessment support for 1:1 reading assessments to assist in learning more about the reading needs of Tier III readers. Teachers receive a half day in the fall and a half day in the spring, 6 teachers x 6 days @ \$220/day =\$1320.00

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

1320.00

Source(s)

Title I 2023-24 Allocation
1000-1999: Certificated Personnel Salaries
Sub time for K-1 teachers to do fall and spring
1:1 reading assessments

Strategy/Activity 6

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)

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 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)

5000.00

Source(s)

Title I 2023-24 Allocation
4000-4999: Books And Supplies
Instructional Supplies and Library Books
(including 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 8

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide 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 19 FTE teachers, 2.0 FTE Interventionist/Coaches; 2.5 FTE SpEd Teachers; .5 FTE Psychologist, 1 FTE Counselor, 1 non-classroom Cotsen Mentor = 26 FTE = Approximately 10,400 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)

14,254

Site Formula Funds

Annual Review

SPSA Year Reviewed: 2023-24

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 (20 students so far) and many were able to be exited from intervention programs before the end of the year.

1. **READING INTERVENTION AND SUPPORT PROGRAMS:** The programs 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, as more students successfully met benchmarks and transitioned out of the programs, the program was expanded to also serve Tier II English learner students in grades 2-3. Edison's district-funded Language and Literacy Interventionist (LLI) provided all reading intervention services in English and supplemental ELD. Because Edison did not receive Title I funding in 2023-2024, we adapted our prior model of hiring a credentialed part-time reading intervention teacher to serve students in grades 1 and 2 in Spanish. Instead we identified four Bilingual Instructional Assistants (BIAs) who received extra training and worked closely with the LLI to provide supplementary Spanish reading support to Tier III students in Grades 1 and 2. As space became available in the program, Tier II students who were also ELs, were included in the program. The LLI and BIAs working to provide reading support 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 spring Star data indicate that 91% met or exceeded district benchmarks, as did 87% of second graders, and 86% of 3rd graders.

2. **ADAPTIVE LEARNING PROGRAMS IN READING AND MATH:** The adaptive learning programs we had planned to subscribe to were purchased and used. Because we did not have Title I funding, we reduced the number and grade span of some programs over past years, and asked the Edison PTA to pick up the cost of others. Lexia was restricted to 2nd and 3rd grades, with some licenses reserved for 4th and 5th graders participating in afterschool tutoring programs. The PTA picked up the cost for Kid-Biz/Achieve 3000 for grades 3-4-5 and the Edison SPSA covered the cost of Raz Kids for Grades K-1-2. All math support was provided via a district provided program, Dreambox.

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, the loss of Title I funds caused us to shift to a model of using Bilingual Instructional Assistants with some training and support from the LLI to provide reading intervention services in Spanish for students in grades 1 and 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. While students received 1:1 and smaller group instruction on a pull out or push in basis, this program was only able to be offered three days per week, so it couldn't be considered a true intervention in the MTSS model. While we had hoped to expand the program to exiting Kindergartners in the Spring, the staff member who would have provided that service needed to go out on medical leave.

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:** The district stepped up its efforts to provide adaptive programs to the schools. In addition to subscribing to Dreambox for math support, Lexia Core 5 Reading is now being provided to all schools, which means that it can be again available to all Edison students in grades 2-5. Additionally, the district is purchasing NewsELA for schools. While Edison really likes the Kid Biz Achieve 3000 program, NewsELA is comparable enough that it no longer makes sense to purchase that program in the coming year. Edison will continue to purchase Raz Kids for Grades K-1-2 because we want the Spanish reading support, but the PTA has offered to pick up the cost of that program. That will leave Edison's Title I funds only Learning Patio for Kinder. The Goal 1 budget reflects these changes.

2. **READING INTERVENTION:** Since Edison again has Title I funds this year, we are moving back to a true Reading Intervention Model with a credentialed teacher and more days of instruction. The BIAs who have been trained to provide reading support will be asked to focus on Tier II students in the classrooms that they serve. The Goal 1 budget reflects funding for a .50 FTE Spanish Reading Intervention Teacher.

3. **SUBS FOR 1:1 READING ASSESSMENT:** While we are no longer providing this support across the school given the availability and mandatory use of Star assessments, this plan does provide some support for reading assessment for Kinder and 1st grades only at the beginning and middle of the year. Teachers feel that having more detailed information on beginning reading levels will help them to appropriately target reading instruction. Funds for this strategy can be found in the Goal 1 budget. The intervention teachers will continue to assess Tier III students they serve as part of their regular services.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

Closing Achievement Gaps for English Learners

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

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

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 to provide a pathway to biliteracy and school success for English Learners, Edison has prioritized increasing academic outcomes for English Learners. The school has worked diligently to help English Learners meet English proficiency standards before leaving for middle school.

English Learners (ELs) have always been a significant percentage of the Edison student population. However, over the years, the neighborhood surrounding Edison and the population of ELs it serves have changed significantly. Initially, many families in the neighborhood had children who either were foreign born or who were US-born children of immigrant parents. At that time, approximately 60% of new Kindergartners each year were English Learners. These students had a range of levels of English proficiency when they entered school. This was also a time when preschool attendance was much less common, and many children came to school directly from Spanish speaking homes with little or no prior formal contact with English. As the city of Santa Monica and the neighborhood surrounding Edison have gentrified and as preschool became more easily accessible, the percentage of new students who are English learners and their language proficiency have shifted. Today, only about 50% of new students are Spanish speakers, and that population is split fairly evenly between English Learners (EL) - 28%, and Initially English Proficient (IFEP) students – 27.7% 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 fact that 50% of their classmates are English speakers and that many have older siblings who already speak English exposes English learner students 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 than in past years who have parents who are already bilingual and who are not SED.

PROGRESS ON 2023-2024 SPSA GOALS. One of last year's goals was to reduce by at least 50% the number of Edison students scoring a 1 or 2 on the 2022-2023 CAASPP. While we do not yet have CAASPP data for 2023-2024, between 2021-22 and 2022-23, we know that the percentage of children scoring below grade level in English Language Arts on the CAASPP dropped overall and by cohort. For example, while 15% of students who were 3rd graders in 2021 scored below grade

level, only 9.23% scored below grade level by the end of 4th grade -- a decrease of 40%. For students who were 4th graders in 2021-2022, the gains were even larger. When they were in 4th grade, 11% scored below grade level but by the end of 5th grade only 2% of those students were below grade level. While our goal was that at least 60% of English Learners in grades 4 and 5 would meet Reclassification Criteria by the end of 2023-2024, only about 50% of 4th and 5th graders met reclassification criteria by the end of the year.

However, this is probably not the best way to measure progress of the EL cohort overall. In the Edison program, with so much less English instruction, it can take students until the end of 5th grade to meet that criteria. While the progress of English learners between 2021-22 and 2022-23 and was rated as very high and improved on the California dashboard for 2022-2023 (in the blue range), only 40% gained at least one proficiency level on the ELPI -- lower than the goal we set for last year. However, Edison's 74 ELs in Grades 3-4-5 in 2022-2023 scored 62 points above standard. Still, gaps in achievement between ELs and other subgroups remain among the most significant in both ELA and Math. While we do not yet have CAASPP scores for 2023-2024, our Spring Star scores, which have been a reasonable predictor of CAASPP scores, show that the gap in ELA between English Learners and non-English Learners is 58 percentage points -- larger than the 44 point gap in math and the 1% gap in Spanish language arts. Star Spring data using state benchmarks indicate that only 17% of Edison's English learners in grades 3-4-5 are on track to meet or exceed state standards in ELA compared to 75% for non-ELs.

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 and we have not been able to significantly close those gaps.

CHANGES IN RECLASSIFICATION TIMING: The drop in EL scores may be partly explained by a change in district policy resulting in the reclassification of ELs at several points during the year before students take the CAASPP. For many years reclassification only happened after the spring CAASPP administration -- and usually did not happen until 5th grade. Since there is no change in program placement in an immersion program once students reclassify, we typically did not make a push for reclassification until the students were getting ready to leave elementary school. The recent changes creating multiple reclassification windows during the school year, have had the effect of removing the most capable English learners from the EL subgroup each year -- and now at several times during the year. Now, those who are still ELs by testing time are those who, by definition, are not yet proficient enough to meet reclassification criteria. They have not received passing scores on the ELPAC and/or on the CAASPP ELA or two administrations of the Star ELA. 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.

Parent Surveys and input from the English Learners Advisory Committee indicate that parents of English Learners are looking for additional support for their children and want to know what else they can do to help them progress in English and meet reclassification criteria.

Last year, Edison paid for seven teachers (6 primary teachers and the LLI) to complete Initial GLAD teacher training through Be GLAD to provide teachers with the tools to craft integrated ELD/SLD. This year, it is time to build on those skills, help teachers incorporate GLAD methodology into their instruction across subjects, support them in spreading these skills to other teachers, and support additional teachers in learning about these important instructional strategies. There is also a continuing need to assess program effectiveness in the areas of instructional design for Designated and Integrated ELD. This preliminary needs assessment suggests that there may be a need for: 1) a recalibrated and updated vertical instructional plan for ELD; 2) more coaching and support in Designated ELD for all staff to strengthen Tier I instruction and develop content-based ELD instruction integrated with other classroom instruction; 3) strengthening and aligning the English decoding work at all grade levels; phonics program used at all grade levels, 4) 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; and 5) possible additional parent outreach and information so that parents can help young ELs become strong readers in their native language and ready to transfer those skills to English.

This year's SPSA includes an emphasis on examining current ELD practices and looking at the alignment and vertical articulation of the school's ELA instructional design. This realignment is the focus of the SIP plan and increasing the skills of teachers to provide high quality designated and integrated ELD is a major work area in Goal 2. It includes a .50 FTE EL TOSA (Teacher on Special Assignment) to provide coaching and professional development, facilitate Lesson Links, support a network of teachers learning about and implementing GLAD strategies, additional summer and on-going professional development in the area of ELD, the ELD Roadmap and ELD Standards for all teachers, and supplementary materials to support GLAD and Designated ELD.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math Scores ELPAC Scores ELPI Star English Reading Scores	<p>State English Language Progress Indicator for 2022-2023 shows that 44% of EL students gained at least one Level on the ELPI . An additional 5% maintained a Level 4 on the ELPI. The percentage who declined one ELPI level was 9% (down from 36% in 2021-2022)</p> <p>CAASPP ELA 2022-23 - ELs scored at the high range with only 5.6 points above standard and a growth of 3.9 points over the previous year.</p>	<p>By the end of the 2024-2025 school year, at least 40% of English Learners in 3rd Grade, 33% of ELs in 4th Grade, and 22% of ELs in 5th grade will score at or above standards on the Spring Star Reading.</p> <p>At least 50% of 5th grade students students who were English Learners at entry in Kindergarten will have met Reclassification Criteria by the end of the 2024-2025 as measured by their scores on ELPAC, CAASPP, Star Scores (or alternate reclassification</p>

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>RFEPS - 64.2 points above standard ELs - 36.6 points below standard.</p> <p>CAASPP Math 2022-2023 - ELs scored in the high range and were 4.1. points above standard -- increasing by 10.1 points over the previous year. RFEPS - 42.3 points above standard ELs - 23.5 points below standard.</p>	<p>criteria in the case of students with IEPs), and teacher assessment.</p> <p>By the end of the 2024-2025 school year, as measured by the ELPI, the percentage of English learners who have gained one ELPI Level or maintained a level 4 on the ELPI will rise from 49% to 55%. The percentage of students who lost one ELPI level will decline from 9% to 7%.</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, and Lexia Core 5. 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 -- staffing the tutoring program is worked into their regular schedules.

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)
600.00	Title I 2023-24 Allocation 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

PROFESSIONAL DEVELOPMENT FOR ALL TEACHERS:

1. Summer Supplemental Professional Development -- funds to add an extra day of pre-service PD for faculty on: ELD Standards and Roadmap, Characteristics of High Quality Designated ELD, and vertically articulated ELD.
2. Professional Development consultants and/or conference registration fees to deepen skills in designated ELD = \$10,000.00

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4840.00	Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries \$220/day equivalent of sub day for 22 teachers
10000.00	Title I 2023-24 Allocation 5800: Professional/Consulting Services And Operating Expenditures Consulting services for trainers and/or funds to send staff to ATDLE or CAFE Conferences or other conferences for PD on ELD

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

COACHING AND ON-GOING PROFESSIONAL DEVELOPMENT FOR DESIGNATED AND INTEGRATED ELD (GLAD)

Create a .50 FTE EL TOSA to coordinate the development of a high quality articulated ELD pathway, provide professional development to teachers, and foster the growth of a BE GLAD network

This staff member would work with the network of BE GLAD Teachers, helping them to effectively implement glad, modeling, coaching and giving them opportunities to observe in each other's classrooms. The EL TOSA will also oversee Professional Development for the staff in Designated ELD and will work with up to 9 teachers who are interested in doing Lesson Link work on designated ELD. The other .50 FTE of this position will be to provide supplemental ELD instruction to upper grade English Learners is paid with district funds.

1. Support to increase implementation of GLAD strategies including: a coaching network for the six teachers who have already completed the BE GLAD training -- two half-day subs to allow for observation in other classrooms, PD, planning with other GLAD teachers, etc.
- 2.. Summer support for GLAD unit development -- Up to 10 hours at the established teacher hourly rate for 6 teachers =\$3,600
- 3.. Designated ELD Lesson Links for up to 9 teachers -- \$220/day x 9 teachers = 1,980.00
- 4.. Registration fees for BE GLAD for up to 5 additional teachers = \$7000.00

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
72,000.00	Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries Salary for .50 FTE EL TOSA
3,600.00	Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries Up to 10 hours at the established teacher hourly rate for 6 teachers to write BE GLAD Units
1980.00	Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries Support for a Designated ELD Lesson Link experience for up to 9 teachers -- established full day sub rate of \$220.00
7,000.00	Title I 2023-24 Allocation 4000-4999: Books And Supplies Tuition for up to five new teachers to take the BE GLAD Course and BE GLAD Coaching Support

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

English Learner Students

Strategy/Activity

ELD Materials to create a vertically articulated ELD program

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)

7,500.00

Source(s)

Title I 2023-24 Allocation
4000-4999: Books And Supplies
ELD curriculum and supplies

2500.00

Parent-Teacher Association (PTA)
4000-4999: Books And Supplies
ELD Materials and Supplies

Annual Review

SPSA Year Reviewed: 2023-24

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.

1. TUTORING PROGRAM: The 2023-2024 SPSA provided funding for an afterschool homework support program for Tier III students in 4th and 5th grades. We targeted those who were not already being served by the district's afterschool tutorial program and some Tier II ELs who were not already receiving services. The program was operated by Bilingual Instructional Assistants, five days per week in the library afterschool. It offered assistance with homework and opportunities for students to use Lexia Core5 Reading and KidBiz for additional reading and language arts practice in English, and Dreambox for math homework. Students were allowed to attend from 2-5 days per week depending on their schedules. We were able to get Lexia licenses for all of the 4th and 5th graders participating in the program and to secure school laptops for the students to use in the library afterschool. Students received homework assistance and were asked to spend at least 20 minutes a day using the Lexia program or using Dreambox. One of the reasons we incorporated this into the program was information from the parents of targeted students reporting that they did not always have devices and/or internet access to allow this to happen at home. And since there is not universal access, teachers do not assign the adaptive programs as homework. With computers, internet access, time, and supervised support, we can at least provide a floor for Lexia/Dreambox use among program participants in a way that they wouldn't get only in class. We were flexible about days of attendance and offered students between 2-5 days per week of tutorial services after school based on student and parent needs. The LLI helped set up this program and trained the BIAs that work in the program.

2. **PARENT WORKSHOPS:** Most parent workshops were delivered as planned. We were able to offer workshops during ELAC meetings in the areas of: parent-teacher conferences, keeping kids safe on line, using the adaptive technology programs the school provides, the reclassification process, puberty, and math. We had initially planned to do some workshops on how to support young readers, but with the loss of the Title I Spanish Reading Interventionist who could do that as part of their job description, we were not able to find other teachers who had the time to plan these workshops. The workshops were provided by the LLI, the School Nurse, the Assistant Principal, the Tech Jedi, the Principal, and the Cotsen Mentor (a teacher on special assignment). When the Cotsen Mentor offered to get involved in the math workshops, we were able to do more than we had initially thought would be possible. Topics for math workshop were based on parent surveys and the workshop was offered independently of ELAC, open to all and in Spanish and English. It was offered once in a hybrid format and repeated on-line only. The on-line workshop was recorded and the slide deck and the recording were made available for participants and posted on the website and in the school newsletter for those who could not attend. The workshops were very well received and ranged in attendance between 20-35 participants.

3. **SCHOOL IMPROVEMENT PLAN:** This year's SIP was designed to increase student engagement and sustained student talk in mathematics, with a focus on English Learner students. Each PLC met regularly, with support provided by the LLI, the Principal or Assistant Principal. 3-4-5 grade teachers met during the day during their class music time and teachers in K-1-2 met afterschool (compensated time). Each PLC had a planning cycle and three cycles of inquiry and created two Showcases of Learning to share learnings with the entire faculty. Progress monitoring showed steady gains of the target students in math. The last inquiry cycle was for reflection and institutionalization of learning (incorporating lessons into grade level curriculum maps and descriptions of essential practices in math blocks). The structure of the meeting times for PLCs and the SLT worked well and with the addition of at least monthly meetings during banked time dedicated to PLC work, each PLC was able to accomplish their goals in a timely fashion. We held one set of Learning Rounds in the beginning of the year to collect baseline data on the prevalence of student engagement strategies in math and the amount of sustained student talk. The second set of Learning Rounds were not conducted as we felt we had more extensive evidence of learning in the two Data Showcases. While we had planned for, informal observations and a staff survey indicated that the targeted active learning strategies were regularly in use in all classrooms. The interventions 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.

4. **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.

1. **AFTERSCHOOL TUTORIAL AND HOMEWORK SUPPORT PROGRAM --** This program was very slow to get off the ground because of staffing challenges. The school was unable to secure enough campus monitors to provide a secure lunch and noon recess time and some of the BIAs

who were slated to work afterschool, needed to shift their hours earlier to provide supervision. It wasn't until 2nd semester that we were able to hire enough individuals as campus monitors to allow this program to begin.

2. SIP PLAN AND PLC WORK – We had included funding for teachers to do Lesson Links (a variation on the Japanese Lesson Study model), but were unable to schedule them when desired due to some unforeseen demands for other kinds of professional development and a shortage of substitutes. We ultimately decided to re-program the money for Lesson Links into release time for Grade Level Curriculum Map updates so that each PLC could incorporate the lessons learned during PLC work into next year's grade level plans. The Data Showcases were not on the original plans but developed organically out of a desire to better share learnings across grade levels. Each team presented examples of their interventions, Common Formative Assessments, and results with time for other PLCs to ask clarifying questions. We found more sharing of materials and strategies across grade levels. Most grade levels discovered that some targeted small group instruction was important for the English learners to really produce sustained student talk. Most developed scaffolds -- language frames, check lists, sentence starters, etc. -- for students to use in speaking or writing. Several grade levels made use of video recordings of students demonstrating knowledge -- whether it was Kindergartners being taped by their teachers as they demonstrated 1:1 correspondence with counting or 5th graders recording flip grids to explain their mathematical thinking in problem solving.

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. AFTERSCHOOL TUTORING SUPPORT: Assuming that we are fully staffed with instructional assistants and campus monitors in the fall, we will be able to begin the afterschool tutorial program in the fall and offer more weeks of service to students. Because the provision of this program does not require additional funding but rather involves how the BIAs are scheduled, it does not appear in the budget but is described in the strategies used for Goal 1. Lexia and Newsela will be available to all grade levels in 2024-2025 and will be incorporated into the program.

2. The SCHOOL IMPROVEMENT PLAN -- See the description above for changes in the SIP this year. While the focus of the 2024-2025 SIP has shifted to English Language Arts -- including ELD, the structure of the plan will remain the same. Lesson Links and Data Showcases are again included. We are excited that the district is projecting the return of Site-based Academic Coaches (on at least a .50 FTE basis). This individual will again assume some facilitating and support of the SLT and the PLCs along with the principal. The target group will again be English Learners.

3. ELD TOSA AND EXPANDED WORK TO IMPROVE INSTRUCTION IN ELD. -- The most significant change to work to be undertaken through Goal 2 is the creation of a .50 FTE EL TOSA (Teacher on Special Assignment) to coordinate a work area around strengthening Edison's instruction in both designated and integrated ELD. This work is detailed in Strategy 5.

Goals, Strategies, & Proposed Expenditures

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

Goal Subject

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

LEA/LCAP Goal

All students and families feel connected and informed, engaging in safe, well-maintained, and culturally responsive schools that support future-ready 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. However the year after in-person schooling resumed, attendance data from 2021-2022 show that 25.5% of students were Chronically Absent – putting Edison's absentee rates in the Very High Range. There were even higher percentages of students who were chronically absent: students with disabilities (42.1%), students from SED families (34.5%), Latinx students (31.9%), and English Learners (29.9%). We have worked diligently with messaging to parents and follow up with families with attendance problems to reduce those chronic absenteeism rates. In 2022-2023, saw some nice improvements, with the percentage of students who were chronically absent declining by 10.2% over the previous year. Although the percentages of students who were chronically absent were slightly higher for ELs (17.9%), students from SED families (19.6%), students with disabilities (19%) and Latinx students (19.1%), all of these groups had chronic absenteeism rates that declined significantly over the previous year.

However, we need to improve attendance even further in 2024-2025 – especially among groups where close to one in five students are chronically absent. Since these are groups that also have some of the lower achievement rates at Edison, getting students to school more frequently gives us the opportunity to provide them with more resources to help improve achievement. We are also working to re-set family expectations about travel during the school year. This year we worked to educate families about the kinds of absences that can be excused with independent study and have turned down many requests for independent study for the purpose of vacation travel. We have continued with letters and phone calls home to families whose children are experiencing attendance challenges. This year we found the need for fewer conferences as parents were more responsive to the calls and letters.

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 their emotions. Reports of anxious behaviors and counseling referrals remained high this year, along with reports of more “bullying behaviors.” While teachers implemented social emotional learning on a close to daily basis, we continued to have a patchwork of programs implemented. Most used the Responsive Classroom framework of morning meetings and warm ups and class building activities. Some used mindfulness. Others drew from Olweus lessons when bullying behaviors occurred. Some used the Second Step Curriculum that we provided for the school last year. But the lack of a unified program meant that the type and amount of social emotional learning was unevenly distributed across the school. Consistent use of a common program to serve as Tier I instruction would give all students a baseline of social emotional learning and might reduce the need for more intensive interventions like counseling and/or behavior plans.

The school counselor and school psychologist and their interns pushed into classrooms to teach self-regulation and problem-solving strategies at the invitation of teachers or upon referral by the SST. They were also available to provide social skills groups and short and longer term counseling to students. However, the Family Services counselor left in November and the agency was not able to find a qualified candidate to fill that position until May of this year. Lack of sufficient counseling resources pushed us to rely on interns more heavily and led to more parents seeking 504 plans or IEPs for their children in order to access counseling resources for their children through the school psychologist. Even then we had an unmet need and had to rely on a new telehealth program (Hazel Health) this year to provide some support to children whom we could not match with a counselor. These services were only available to be used from home, however, as Edison did not have the staff to supervise the sessions. We currently have a long wait list of children whose parents are seeking school-based counseling and it will take a while for us to incorporate all these children on the waiting list into counseling groups. To try to support teachers in providing students with problem solving tools, we also arranged to have all our staff trained in Restorative Justice this year and both the administrators and some teachers are holding restorative circles for children who have experienced harm in their peer relationships.

SCHOOL CLIMATE: Surveys administered during the 2023-2024 school year indicated that students and parents felt clarity about school rules and reported that adults at school hold high expectations for them. 46 5th grade students and 112 parents participated in the California Healthy Kids survey this year. Since Edison has approximately 100 students the number may represent approximately a quarter of the families, although there is no way of knowing how many parents have more than one child at the school. The parent sample slightly over-represented parents of children in the higher grades, the White and English speaking populations. Comparing data from year to year is difficult because different parents respond each year, but the survey does provide a snapshot of parent views among those parents completing the survey. Responses below are for those who indicated agreeing or strongly agreeing with statements. Parents gave Edison high marks for students feeling safe at school (100%), enforcing school rules equally (94%), respecting cultural differences (95%), promoting academic success for all (96%), treating all students with respect (96%), providing high quality instruction (98%), encouraging active parent partnering in children’s education (95%), treating parents with respect (96%), keeping parents informed about activities (98%) what students are expected to learn (98%). Parents also rated their own participation as high, with 93% reporting having attended a class or school event, 100% reporting attending a general school meeting, 95% as having conferenced with teachers, 82% participating in fundraisers, 72% having volunteered in the classroom or at school, and 66% having participated in PTA meetings. These ratings were similar to parent responses in previous years and are similar to the high marks that parents give the school on the quality of the academic program, caring connectedness of staff,

school climate, academic expectations and support for parent involvement on the annual Edison family survey.

Student responses were also positive, with 83% reporting feeling school connectedness, 89% reporting academic motivation, 89% believing that adults hold high academic expectations for them, and 81% reporting that there are caring adults at school. 84% reported feeling safe at school and 80% reported that the school has an antibullying climate. The percentages of 5th grade respondents who reported having been pushed or hit at school was 20% and 28% reported having had mean rumors spread about them – both slight decreases over last year's reports and down significantly from two years ago.

Edison's scores on these measures were above both the state and district average responses. The percentage who repeated being called mean names (43%) was up from the previous year. While these ratings are low related to state scores, 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.

SCHOOL SAFETY -- The Safety Committee continued to meet monthly with active teacher and parent involvement. It worked on the school safety plan, monitored traffic and safety concerns and met with city officials to get more parking and traffic presence from the Santa Monica Police Department at drop off and pick up. Safety supplies were refurbished and all staff were provided with safety vests to be more visible on the playground and during school emergencies. Each classroom was outfitted with a red safety backpack containing all safety procedures and emergency first aid supplies that teachers should take whenever evacuating the classrooms. Training in fire and earthquake drills and lockdown procedures was provided. However, because Edison staff work different hours, it is difficult to pull together ALL certificated and classified staff and there is the need to provide consistent training for ALL employees. Thus, this plan includes resources to bring classified and certificated staff to campus for a half day before the school year begins for refresher training on safety procedures, emergency risk assessment protocols (suicide and threat risk), basic first aid and health office procedures.

SOCIAL JUSTICE AND SOCIOCULTURAL COMPETENCE: We expanded our collection of social justice themed literature and literature about BIPOC people over the last three years with resources provided by the district's Teaching and Learning Council. We would like to have a unified school focus with monthly common read alouds about different groups and cultures. Thus, this SPSA contains funds for purchasing a monthly read-aloud book for each classroom. Edison continues to support a variety of cultural events each year including: teaching about and creating ofrendas for Day of the Dead, holding a Noche de César Chávez y Dolores Huerta and teaching about farmworkers, 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 continues to host district Ballet Folklorico and Mariachi Programs.

To help children learn about the music of Latin America, Edison has used its Stretch Grant to provide a Pre-School through 2nd grade Música en Español program and offer 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. With the likely end of Stretch Grants from the Santa Monica Education Foundation, there is currently no funding to continue this program. Finding funding to continue to offer a music program in Spanish for our youngest students is a high priority for both staff and parents. The informances are very heavily attended and the program contributes to both the Spanish language development and cultural awareness of our students.

PARENT ENGAGEMENT: Edison has an active PTA and ELAC with monthly meetings – both offered this year in a hybrid format. This format, holding the meetings in the library which is easily accessible via Virginia Avenue, and weekly Cafecito provided by the PTA, encouraged attendance to grow again this year. We also held monthly Coffee with the Principal meetings which drew a steady group of parents, again provided both in person and on line training of parent volunteers, and offered a variety of parent workshops.

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 perhaps using physical bulletin boards at the school gates so parents can view the school calendar and announcements 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 Observations during learning rounds on implementation of Second Step Teacher Surveys Weekly Schedules and Teacher newsletters Number of parent volunteers trained and participating in 2024-2025	Edison's chronic absenteeism rate was 15.2% overall, with higher rates for subgroups: ELs (17.9%), students from SED families (19.6%), students with disabilities (19%) and Latinx students (19.1%) California Healthy Kids Survey 2023-2024: % of Parents reporting always and usually: Children feeling safe at school (100%), School rules equally (94%), Respect for cultural differences (95%), Promoting academic success for all (96%), Treating all students with respect (96%), Providing high quality instruction (98%), Encouraging active parent partnering in children's education (95%), Treating parents with respect (96%), Keeping parents informed about activities (98%) Clarity about what students are expected to learn (98%).	By the end of the 2024-2025 school year, Edison will demonstrate an overall reduction in the number of students with chronic absenteeism from 15.2% to no more than 13%. as measured by the California Dashboard Chronic absenteeism will be reduced for each of the following subgroups: ELs -- from 17.9% to no more than 15% SED Families -- from 19.6 to no more than 17% Students with Disabilities -- from 19% to no more than 16.5% Latinx students from 19.1% to no more than 17% 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 according to data from A2A

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	<p>Parents also rated their own participation as high, with 93% reporting having attended a class or school event, 100% reporting attending a general school meeting, 95% as having conferenced with teachers, 82% participating in fundraisers, 72% having volunteered in the classroom or at school, and 66% having participated in PTA meetings.</p> <p>Student responses to CHKS 2023-2024: Feeling school connectedness, 83% Academic motivation - 89% Adults hold high academic expectatoin - 89% Caring Adults at School - 81% Feel Safe at School - 84% School has an antibullying climate. 80% Have been pushed or hit at school -- 20% Have had mean rumors spread about them - 28% Have been called mean names -- 43%</p>	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 the Second Step Curriculum

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)

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)

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Supplemental substitute staff to support IEP/SST/504/SART/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)

Title I 2023-24 Allocation
1000-1999: Certificated Personnel Salaries
Substitutes for IEPs/SSTs/504s

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

To increase safety on campus by increasing number of Campus monitors, 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)

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

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

Students PreK-2nd Grade (11 classes) and any parents (singing circle)

Strategy/Activity

CULTURALLY RELEVANT ARTS PROGRAMMING AND ENRICHMENT

1. 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. Services to students represents a 15% increase over last year. Parent singing circle paid for by PTA.
2. Provide a 10 week Visual Arts program to be held after fall semester of Theater Arts Ends. Includes a contract for the teaching artist and supplies. All students PreK-5th grade will receive weekly visual arts classes focused on artists from four different countries of the Americas.
3. Schoolwide Multicultural Read- Alouds -- one book per month x 9 months x 19 classrooms x av. \$20/book = \$3,240
4. Provide a Garden Education program for students in Edison's Organic Edible Garden -- allowing students to learn about sustainable agricultural practices, basic foodstuffs from various cultures, life cycles in the garden, and vocabulary development.. The program will provide each class with five weeks of garden education lessons and the opportunity to plant, tend, and harvest vegetables over a 10 week session.

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)
23,000.00	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Contract with Spanish music teacher Jacqueline Fuentes for two semesters of PreK-2 music (11 classes)
1,000.00	Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Parent Singing Circle
12,000.00	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Contract with teaching artist Martha Ramirez Oropeza
2,000.00	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Art supplies for visual arts classes
3,240.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Books for Schoolwide Multicultural Read Alouds
6,600.00	Title I 2023-24 Allocation 5800: Professional/Consulting Services And Operating Expenditures

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

To provide an annual refresh of safety supplies, emergency food kept in classrooms in case of extended shelter in place incidents (up to \$3000) and PE and Recess Equipment (up to \$2000)

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

5000.00

Source(s)

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

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

Student engagement and collaborative discipline. 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)

Parent-Teacher Association (PTA)
4000-4999: Books And Supplies
Certificates and awards, mascot materials,
spirit days

Strategy/Activity 7**Students to be Served by this Strategy/Activity**

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

Families of All Students

Strategy/Activity

Parent Involvement and engagement .

1. To provide a series of workshops on topics that parents identify as significant including skills to help them support reading and math at home. This plan also includes workshops support for parents in transitioning their children from preschool to Kindergarten. Workshops may be offered as part of ELAC meetings or at separate times, in person and/or in hybrid format. Interpretation will always be provided and handouts in both languages available. Funds will support teacher time in preparing workshops, workshop and materials.
2. To provide extra hours for the Community Liaison to conduct outreach to parents, and assist with recruitment, admission and on-boarding of new families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3000.00	Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries Funding for extra hours for teachers to plan and deliver workshops
1000.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Materials and Supplies for parent workshops
500.00	Parent-Teacher Association (PTA) 4000-4999: Books And Supplies Refreshments for parent workshops
1000.00	Title I 2023-24 Allocation 2000-2999: Classified Personnel Salaries Extra hours for Community Liaison to assist with recruiting, language screening and assisting new applicants to the school.

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

All Students by providing training for all staff

Strategy/Activity

Funding to support a half-day training of all staff during the summer on the School Safety Plan, Suicide Risk Assessments, De-escalation. Assumes 19 teachers + SpEd+ Interventionists = 23 Certificated staff plus Approximately 20 classified staff (BIAs, PAS, Admin Support Staff) at average of \$40/hr and teachers at \$150 for half day. This item also includes some summer hours for the School Psychologist to prepare training modules for staff to learn to implement the Second Step Curriculum -- Approximately 5 hours x 60/hr established teacher hourly

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)
3,450	Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries Stipends for Certificated Staff
3,000	Title I 2023-24 Allocation 2000-2999: Classified Personnel Salaries Stipends for Classified Staff
750	Title I 2023-24 Allocation 1000-1999: Certificated Personnel Salaries Hours for School Psychologist to prepare Second Step Training

Annual Review

SPSA Year Reviewed: 2023-24

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

ANALYSIS

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

SOCIAL EMOTIONAL LEARNING - Social Emotional Learning became more important than ever as students continue to exhibit some clear social skills deficits after the limited peer socialization in the two years we were affected by Covid closures and social distancing. Peer conflicts and need for problem solving support continue to be higher than in past years. All teachers implemented a 30-minute Social Emotional Learning Block and teachers held class meetings using the Responsive Classroom format. They incorporated, 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.

The Second Step program was new this year and available to all teachers. While each teacher was provided with the posters and each grade level shared implementation materials, we were not able to do extensive training on this program and its use was encouraged but not mandated. Some teachers embraced it and worked their way through the lessons, using it for Social Emotional Education two or three days per week. Others did not really implement it, preferring to stay with their own morning meetings and collection of social emotional activities.

ATTENDANCE: Attendance improved this year, with the percentage of students who were chronically absent declining by 10.2% over the previous year. The percentages of students who were chronically absent were slightly higher ELs (17.9%), students from Socioeconomically Disadvantaged Families (19.6%), Students with Disabilities (19%) and Latinx students (19.1%) but all of these groups had rates that declined over the previous year. To encourage regular and on-time attendance, there were multiple articles in the school newsletter and 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. Automated letters were sent to families from the district's Attention to Attendance (A2A) system.

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 traffic and safety issues and all emergency drills were announced in the school newsletter. Rules assemblies were held with all students at the beginning of the year and our school rules were condensed into "The Big Three" of Be Safe, Be Kind and Respectful, and Focus on Learning. Posters with these three rules and visuals with our school mascot Edi the Eagle were posted throughout campus. The Assistant Principal held follow up assemblies with upper grade students focusing especially on suspendable offenses. We continued to work to align strategies used by campus monitors and PAS staff so that they mirrored classroom discipline strategies, and informed 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. We moved away from using "pink slips" for office referrals, using a more neutral form that documented what was done and referred student to administration for any needed follow up.

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 and Dolores Huerta in March and year end concerts are being held mid-May. The Family Singing Circle was few in number, but dedicated. They met weekly to learn and practice songs in Spanish. They even held an off-campus potluck with current and former members of the Singing Circle.

EXTENDED TIME FOR TEATRO PERFORMANCES – We used Stretch Grant funds to extend our PS Arts Teatro program by several weeks so that each grade level could have a culminating play and performance. While the performances for the primary grades were able to be done within the confines of their regular class meeting times, the 4th and 5th grade plays were much more extensive, with multiple acts, costumes and sets.

STUDENT LEADERSHIP TEAM – The team largely operated as intended but only for part of the year. The former faculty sponsor left the school in the fall and it took a while to reconfigure the teams to meet with the Assistant Principal and the Community Liaison.

PARENT ENGAGEMENT AND INVOLVEMENT – While we did not have specific Title I funding to support this area, we used other school resources to carry out a robust series of parent meetings and workshops, update the volunteer training program and train interested parents, and work on making communications more accessible to parents. The school calendar for 2023-2024 moved all parent meetings back to Wednesday with meetings held in the library. Because the library has a door that opens off Virginia Avenue, parents could come to parent meetings without having to go through the main office. Thanks to the Edison PTA, coffee, tea, and some treats were provided for all Wednesday morning meetings. PTA and ELAC offered in person meetings with hybrid options that led to

Increased participation. We held monthly Coffee with the Principal meetings to report on student assessment data, discuss school programs, and allow time for dialogue. A parent directed workshop on how to talk so children can listen was also offered during this time. PTA increased its

allocation for field trips and worked with each grade level to ensure that each grade made use of its funding for field trips -- with transportation being a combination of walking, public transit, and school bus. El Semanario moved to a fully digital distribution --with a link being emailed to parents weekly and the newsletter also posted on the school and PTA website. We continued successful communication vehicles such as weekly teacher letters about curriculum and activities emailed to parents each week.

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. We did allocate some funding to extend that PS Arts Theater Arts program by several weeks to ensure that every class had the time to practice and perform a play for parents. These plays are important culminating experiences and showcase the students' Spanish language development and increasing comfort with performing using their language skills.

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 but with more training in the implementation of the Second Step Program and the expectation that each teacher implement the program at least 2-3 times per week during their morning meeting time. The district has now purchased materials and on-line accounts for each teacher and stipended time has been included in this SPSA to provide all teachers with summer training in program implementation. Funding is also included to purchase read aloud books for each classroom to be used in a unified school read aloud program spotlighting different cultural and population groups.

CULTURAL ARTS PROGRAMMING -- A faculty survey on the arts indicated that teachers give high priority for continuing to offer the school's Teatro program for all children PreK-5th grade and Spanish music program (for students in grades PreK-2). If there is additional funding the next priority would be adding a semester of visual arts after the Teatro program ends for the year. If there is additional funding, then teachers are interested in adding additional years of dance education during the children's Physical Education Time (possibly for grades 2 and 3). These priorities were mirrored by parents in the Edison parent survey. However, as of this writing, we have not identified funding sources to continue the existing theater and music programs nor to add visual arts and/or dance. Some of these programs were funded by the Santa Monica Education Foundation which may not be able to continue all their support. Finding funding to continue the Teatro and Spanish music programs is the priority. We are hopeful that if the Ed Foundation has to discontinue funding for these efforts that they can be picked up with new Proposition 28 funds. But at this writing, that is yet to be determined.

PARENT ENGAGEMENT AND INVOLVEMENT -- Responding to needs articulated by the Edison ELAC and voiced by parents in the annual parent survey, Edison will work to expand the number of workshops for parents next year. We are also applying for a grant from the Cotsen Foundation to create some additional parent workshops in reading and math and to try out some "lab days" where parents can visit classrooms to see mathematics instruction in action.

SAFETY -- funding is earmarked for some additional safety training for all staff prior to the beginning of the school year.



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	\$318,134.00

Other Federal, State, and Local Funds

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

Federal Programs	Allocation (\$)
------------------	-----------------

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

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

State or Local Programs	Allocation (\$)
District LCAP Funds	\$10,000.00
Parent-Teacher Association (PTA)	\$24,740.00
Site Formula Funds	\$34,754.00
Stretch Grant (Ed Foundation)	\$37,000.00
Title I 2023-24 Allocation	\$211,640.00

Subtotal of state or local funds included for this school: \$318,134.00

Total of federal, state, and/or local funds for this school: \$318,134.00

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
American Book Drive	815.61	815.61
District LCAP Funds	10,000	0.00

Site Formula Funds	34,754	0.00
Stretch Grant (Ed Foundation)		
Title I 2023-24 Allocation		
Parent-Teacher Association (PTA)		
Other		

School Site Council Membership

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

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

Name of Members	Role
Jeanne Braun Chairperson	Parent or Community Member
Constanza Murcia, Vice Chair	Classroom Teacher
Karina Tejeda de Leon, , Secretary	Classroom Teacher
Carolina Castillo	Classroom Teacher
Jessica Hernandez	Other School Staff
Erin Tricker	Parent or Community Member
Nallely Gutierrez	Parent or Community Member
Evelyn Valle	Parent or Community Member
Brian O'Neil	Parent or Community Member
Lori Orum	Principal

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


Recommendations and Assurances

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

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

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

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



Signature	Committee or Advisory Group Name
	English Learner Advisory Committee
	Other: 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 30, 2024.

Attested:

 	Principal, Lori S Orum on May 30, 2024
	SSC Chairperson, Jeanie Braun on May 30, 2024

Instructions

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

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

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

Purpose and Description

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

Purpose

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

Description

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

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.

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/guidanceusesinvestment.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/guidanceusesinvestment.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



Santa Monica-Malibu Unified School District

Educational Services Department

Edison Elementary School (also known as Edison Language Academy)

PARENT AND FAMILY ENGAGEMENT POLICY

Edison Elementary School (also known as Edison Language Academy) has developed a written parent and family engagement policy with input from parents.

Edison Language Academy has a written parent and family engagement policy which is shared in Spanish and English with all parents. The policy is developed with input from ELAC, PTA and School Site Council at meetings that review the current policies and ask for any needed updates or changes. The annual Family Survey conducted by the Site Council includes questions about parent understanding of these policies, how parents get information about the school, and whether or not families feel involved. This information is also used shared with parent groups and used to inform possible revisions to the policies

It has distributed the policy to all parents and guardians.

Edison's Parent and Family Engagement Policy is included in it's bilingual Family Handbook which is circulated electronically and posted on the school's website. Periodic articles in the Principal's column in El Semanario (newsletter) also discuss various aspects of the policy and include links to written documents).

This policy describes the means for carrying out parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy is made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1116[b][1])?

To involve parents the following practices have been established:

The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. Add details about the annual meetings in the box below:

This meeting is annually held at Back to School Nights. It is followed with additional grade level parent meetings for parents with the slide decks posted in English and Spanish on the school's website.

The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. Add details about the meetings in the box below:

Each parent group determines the days/times of its meetings based on the availability of officers of the groups and the times when the greatest number of parents have participated. We have tried to have a consistent day of the week when parent meetings are held so that parents know that there is always

something going on for parents one morning a week. Days and times of parent meetings are posted in an annual calendar distributed to parents at the beginning of the year (also posted on the website). PTA this year met the third Monday morning of the month and offered a hybrid format of in-person and zoom attendance. One meeting was held in the evening also in a hybrid format. The Edison ELAC asked to meet on the second Wednesday of the month in the morning. Edison Site Council meets on Wednesday afternoons afterschool since a late afternoon schedule allowed for the easiest participation of teacher members and working parents. These meetings are held via zoom. Approximately once a month, the Principal holds an in-person Coffee with the Principal meeting in person on Monday mornings. All meetings are included in an annual calendar, a monthly calendar, and with reminders published in the school and PTA newsletter.

The school involves parents of students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's programs and the parental involvement policy. How does the school involve parents?

Site Council takes the lead on this. There are monthly reports on program implementation, assessment results, needs, etc. to Site Council. These presentations are also shared with ELAC and PTA and their feedback requested. We have formal occasions 2x per year with the ELAC to solicit input on the Site Plan and parental involvement policy. Feedback gathered from parents at these meetings along with the results of the annual Edison family survey is shared with Site Council.

The school provides parents of students with timely information about the schools programs. How does the school provide the information?

Information about programs is shared at the beginning of the year at Back to School Night and in a general parent meeting and in every classroom. When there is the opportunity for students to participate in special programs (Reading Intervention, ELD Support, afterschool tutorial, Young Storytellers, Mathletes, etc. written information is shared with families and they are given an opportunity to consult in person with a school staff person.

The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. How does the school provide the information?

This information is shared at Back to School Night in the general parent meeting and in individual classroom meetings. Teachers also share the grade level standards with parents.
Periodic articles on assessments, results and benchmarks are shared in El Semanario.

If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children. How does the school provide the opportunities?

Parents are encouraged to contact teachers with any questions or concerns and teachers make afterschool time available for parents. We also use fall parent conferences to create academic improvement plans with parents and set up a schedule to monitor progress. We use the Student Success Team (SST) for a variety of

situations where we want to make a home-school plan -- attendance, behavior/social emotional needs, academic support, possible referral for assessment or counseling, promotion/retention etc. We budget for release time for teachers so that they can spend time in these meetings with parents.

The school engages parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children.

Administration and the Language and Literacy Interventionists present at parent meetings and at Coffee with the Principal to provide parents with information and assistance in these areas. There are two or three presentations on the Reclassification Process, ELPAC, ELD Standards at ELAC each year, and presentations (and newsletter articles) on holding effective parent conferences, understanding progress reports and assessments.

The school provides parents with materials and training to help them work with their children to improve their children's achievement.

Edison provides training at ELAC meetings prior to parent conferences on how to hold an effective family conferences, how to construct an academic improvement plan, and how to use progress reports to support children's continued growth. After each interim assessment, the school provides parents with assistance in interpreting scores and identifying areas for improvement. Training is also provided in how to use the adaptive technology programs that Edison provides to support student learning. Workshops are offered for parents of emerging readers in the reading intervention programs.

The school educates staff members in the value of parent contributions, and in how to work with parents as equal partners.

Parent involvement is one of the topics shared during professional development with staff. The school requires a weekly letter from teachers to parents sharing learning targets and standards that are the focus of the week. Teachers also provide parents with information about how to support students with the topics of the week.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.

Every Wednesday morning there is a parent activity or meeting on campus -- a PTA Association meeting, an ELAC meeting, a Coffee with the Principal meeting, or a Parent Workshop. The school also supports a Family Singing Circle as part of its Música en Español program. It also collaborates with the PTA in recruiting parent volunteers and provides prospective volunteers with training in how to work with students in small groups.

The school distributes information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand.

Edison publishes a weekly bilingual family newsletter with information about parent and school activities, meetings, special events, and ways parents can support the academic and social development of their children. The newsletter is sent via email to all parents and is posted on the school web site. Additionally, each classroom sends a weekly parent letter in both languages detailing the week's activities, focus standards/learning targets, and suggestions and opportunities for parent support. We use automatic dialers with voice messages as reminders for specific activities, schedule changes or emergency situations.

The school coordinates with its PTA which sends a weekly E-BLAST via email to all parents. PTA leaders and school administration coordinate about topics/activities that need review.

The school provides support for parental involvement activities requested by parents.

The school consults with parent groups including its English Learner Advisory Committee (ELAC) and includes activities in its SPSA to reflect the activities requested by parents.

The school provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand).

This policy was adopted by Edison Elementary School (also known as Edison Language Academy) on March 20, 2024 and will be in effect for the period of one year..

The school will distribute the policy to all parents of students on, or before: September 1, 2024.

Name of Authorized Official: Lori Orum

Signature of Authorized Official here:

Date Approved: March 20, 2024





Santa Monica-Malibu Unified School District

Educational Services Department

Edison Elementary School (also known as Edison Language Academy)

SCHOOL PARENT COMPACT

This School Parent Compact is in effect year 2024-2025

Edison Elementary School (also known as Edison Language Academy) distributes to parents and family members a school-parent compact (Compact). This Compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents and family members of students:

REQUIRED SCHOOL PARENT COMPACT PROVISIONS

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards.

Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

Provide parents with frequent reports on their child's progress.

Provide parents reasonable access to staff.

Provide reasonable access to staff, opportunities for parents and family members to volunteer and participate in their child's class, and to observe classroom activities.

How does the school address this?

Edison provides standards-based instruction using California's student academic achievement standards in all areas (including Spanish language arts), using state-adopted and district approved materials. Instruction is provided using best instructional practices and aligned with the Guiding Principles for Dual Language Education. The School Leadership Team and administrators annual review curriculum and instructional maps and set school improvement priorities based on an analysis of schoolwide and grade level data. Family conferences are held every fall during a pupil free day and three minimum days to allow families a variety of times to meet with teachers. The compact and ways that parents can support students at home are discussed during these conferences and in periodic parent workshops and newsletter articles. Teachers and families develop Academic Improvement Plans for those children who are still striving to meet standards that may require additional monitoring conferences. In addition to the fall conference summary, families receive mid-year progress reports, copies of diagnostic assessments administered throughout the year and an end of year report card. Students in academic intervention programs receive more frequent reports on student progress from interventionists and families of children with IEPs received reports on progress toward goals at each of the marking periods and during children's annual IEPs. Staff reserve time to meet with parents upon request and all parents are provided with teacher's email and voicemail addresses. The school's bilingual community liaison is also available to facilitate parent/teacher conversations when needed. Parents are

encouraged to volunteer at school -- in their child's classroom, in the library, and/or at school events. Annual volunteer training is provided for prospective volunteers and volunteer applications are screened for compliance with health requirements and with Meagan's list. Teachers send weekly emails to the parents in their classroom, detailing learning objectives and activities for the week, and including information about how to help at home or opportunities for volunteering. Any parent who wants to observe in their child's classroom can make an appointment and is accompanied by an administrator. These policies are detailed in the school's Family Handbook which is posted on line in both languages and are reviewed at Back to School presentations, at PTA and ELAC meetings, and periodically in the school's weekly newsletter.

The school engages parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

The school provides parents and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children in which ways?

These topics are addressed annually at ELAC and PTA meetings and in the school newsletter. Periodic parent workshops are also offered bilingually on how to have a successful family-teacher conference, how to understand diagnostic and summative assessments and use the information to support children, and how to use progress reports to improve the achievement of students. In addition, weekly letters from the teachers to their class families keep parents abreast of the content their children are learning and offer suggestions for how to support children at home.

The school provides parents and family members with materials and training to help them improve the achievement of their children in which ways?

The school's Language and Literacy Interventionist, Community Liaison and admins collaborate on workshops that provide parents with information about how to support emerging readers, how to help children build reading comprehension, how to support number sense and numeracy, and how to use the school's adaptive learning programs at home to support children's academic growth.

With the assistance of parents and family members, the school educates staff members in the value of parent and family member contributions, and how to work with parents and family members as equal partners in which ways?

Professional development is provided annually on the importance of parent involvement and how to hold a successful fall conference. Faculty members are designated as Liaisons to the PTA and ELAC both to provide information to parents and to listen to parent concerns that may need to be shared with other teachers. Teachers are also provided with a copy of the volunteer training presentation so they are aware of the school's expectations for volunteers.

The school coordinates and integrates parental involvement program with other programs, and conducts other activities, such as resource centers, to encourage and support parents and family members in more fully participating in the education of their children in which ways?

The school coordinates closely with the PTA as it designs parent engagement and community building activities. We partner with Family Resources of Santa Monica/Vista Del Mar in hosting Reflective Parenting classes, and invite representatives from the City of Santa Monica, Santa Monica Public Library, the school counselor and school psychologist to provide presentations during standing meetings of ELAC and PTA or to deliver special parent workshops. One Wednesday morning per month is reserved for workshops for families on topics generated by parent groups and in the annual surveys that Edison parents complete. Other topics are addressed in monthly Coffee with the Principal. Edison's Bilingual Community Liaison coordinates closely other community resources that can support Edison families.

The school distributes information related to school and parent programs, meetings, and other activities to parents and family members in a format and language that the parents and family members can understand in which ways?

Edison has a comprehensive Family Handbook, updated annually and published in English and Spanish on the Edison website. Hard copies are available for those that prefer this medium. The school also publishes a weekly bilingual newsletter -- El Semanario -- which is disseminated electronically to all families. The school also cross-posts information on programs and activities in the PTA Weekly E-Blast.

The school provides support for parent and family member involvement activities requested by parents and family members in which ways?

Edison reviews annual parent/family surveys (Hanover, California Healthy Kids, and Edison Family Survey), and regularly asks at ELAC and PTA meetings about topics and activities that parents would find helpful.

The school provides opportunities for the participation of all parents and family members, including those with limited English proficiency, disabilities, and migratory students; and that the information and school reports are provided in a format and language that parents and family members can understand in which ways?

Because all Edison staff member are bilingual, all meetings can be conducted in English and Spanish. If the meeting is live, sequential translation is provided or the community liaison can provide simultaneous translation with headsets. When meetings occur via zoom, we provide either sequential or simultaneous translation on line. All handouts, slide decks, etc. include both languages. Meetings are generally held in the school's library, which provides ground level access from Virginia Avenue. The school elevator makes second story meetings accessible to anyone with mobility difficulties. The school's newsletter, El Semanario, can be translated into a number of different languages with the click of a button and the school website also has translation features. The Family Handbook is provided in both languages.

This Compact was adopted by the Edison Elementary School (also known as Edison Language Academy) on March 20, 2024, and will be in effect for the period of 2024-2025 school year..

The school will distribute the Compact to all parents and family members of students participating on, or before: September 1, 2024.

Name of Authorized Official: Lori Orum

Signature of Authorized Official here:

Date Approved: March 20, 2024

A handwritten signature in blue ink, appearing to read "Jon S. [unclear]", is written over a faint, light blue rectangular background.