

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	11-05-2020	

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) Provide strong Tier I instruction in ELA, SLA, and Math, paired with differentiated instruction in the classroom; 2) offer intervention as needed help vulnerable students meet grade level standards in reading each year; 3) Use the Social Justice Standards and best dual immersion practices to provide instruction; 4) Provide appropriate core and supplemental instructional materials; and 5) Offer parent support to raise achievement and improve student and family engagement.

LCAP Goal 2, To provide a rigorous and standards-based program for English Learners including both designated and integrated ELD to increase the percentage of students in 3rd through 5th grade who advance on the ELPAC and achieve grade level standards in English by providing coaching and professional development for teachers, development of vertically and horizontally aligned ELD curriculum, and 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. The Edison

dual immersion program requires us to help all children become socio-culturally competent and focus on the cultures of the Americas. This means helping diverse students value each other and learn to work through cultural and learning differences. So 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; 5) Providing culturally relevant art, music and theater instruction and community cultural activities that reflect the cultures of the Americas.

Comprehensive Needs Assessment Components

Data Analysis

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

Surveys

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

Edison conducts an annual parent survey each Spring. In 2019-2020, 227 surveys were completed and returned. The largest percentage of replies came from parents of 1st-4th graders. As in past years, 5th grade participation rate was lower. 34% of respondents indicated that their children were learning English as a Second Language (approximately the same percentage as in the school overall). Because this survey was administered during the Covid-19 school shutdown, Site Council elected to include items to explore the particular areas of challenge that the school shutdowns were posing for families, and to see if the shutdowns were affecting various segments of the Edison community in similar or different ways. We also elected to include items on distance learning to collect information on how parents wanted/needed this program to improve in the fall.

There were a few areas with marked differences among families who responded to the Spanish version of the survey, compared to families who answered the original in English. Coping with stress and anxiety was a moderate or high challenge for 80% of families who answered the Spanish survey, compared to 39% of the English version of the survey, and a similar pattern was observed for loss of job or income (82% vs. 16%), covid-related health issues (30% vs 8%), and finding resources to help my family (38% vs 13%). The main priorities or concerns for families relative to the 20-21 school year were related to health (a moderate or high priority for 75% of families), coordinating school and child care (73%), child participation in class (89%), language development (83%), teacher feedback (78%), developing strong bonds among students (85%), and supporting the Edison community (78%) Items with large gaps between Spanish and English speaking families included access to reading intervention support (78% vs 44%), developing strong bonds students (69% vs 90%), and specific health concerns for their children (67% vs 40%). Finally, parent preferences for the 2020-21 school year suggest that a majority of respondents last spring (41%) preferred physical attendance at school, while 24% prefer a hybrid model, and 11% distance learning. Still, 21% said they were not sure of their preference. Open ended comments were analyzed and a summary of common themes provided, indicating: Families commented about their appreciation for how teachers and staff adapted to the emergency and implemented distance learning during the Covid-19 shut down.

However, parents also shared what they perceived as significant weaknesses in distance learning that should be addressed if it is continued into the Fall of 2020. Many provided recommendations for the Edison administration to consider for Fall 2020, including: strengthening student engagement and the structure for distance learning, making sure there was a clear progression of standards during distance learning, addressing social-emotional health and stress, the need for teachers and students to have the opportunity to bond in the fall when students and teachers will be new to each other, improved communication with teachers, more consistency between and among grade levels, making sure to provide adequate Spanish immersion opportunities for children from families where no one speaks Spanish. One of the most significant challenges parents mentioned during distance learning in the spring were employment and financial challenges and the need for child care.

School Site Council analyzed these results and look at responses provided by Edison parents on district surveys and found some similar characteristics. Notable in the district survey were the numbers of Edison parents who mentioned the effort and caring of the Edison staff even as they offered suggestions for improvement. These suggestions were incorporated into district and site planning for improvements in Distance Learning for fall. High leverage standards were identified for each grade level, teachers worked together to set unified schedules and content across the grade level (often departmentalizing and planning together). Edison hosted an advanced institute in Responsive Classroom in August 2020 attended by nearly all teachers and social emotional learning was made uniform across all classes from 8:30-9:00 am. Regular Sunday communications were instituted from teachers to parents, including not only the weekly schedule but weekly learning targets.

Due to the Covid closures, data from the California Healthy Kids Survey was delayed a summary was reviewed at the November meeting. This survey had a 72% response rate from the students who were 5th graders last year at Edison. Edison results were very close to overall state results in most areas. In the area of school safety, Edison students were more likely to report feeling safe at school (88% at Edison vs. 76% statewide) and the numbers of students who reported being recipients of pushes/hits or mean rumors was less than that reported by students statewide. In the area of school engagement and support, Edison students reported higher levels than students statewide on almost all dimensions. 80% reported feeling connected to school; 88% reported being academically motivated, 78% perceived that there were

caring adults at school and 85% cited that at adults held high expectations for them. 85% reported high levels of parental involvement (compared to 80% of state respondents and 80% reported that their school had adequate social emotional learning supports (compared to 76% statewide). 76% of Edison students reported an anti-bullying climate; the same percentage as statewide. While very similar to statewide results, only 42% of Edison students reported feeling that they had meaningful participation at school (compared to 43% statewide). This indicator includes questions about involvement in defining school rules or in determining the content of what they study. Edison has an initiative to implement Responsive Classroom to increase student involvement in developing class and school rules. During the 2020-2021 school year, Edison is implementing a school wide project creating a virtual journey through Latin America in an effort to increase culturally-relevant and social justice curriculum and by integrating visual arts, music, literature, history, and physical education into opportunities for project-based learning and service projects into the project, to provide students with more opportunities for choice and feelings of agency in their own learning.

Classroom Observations

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

When school is in session on campus, the principal conducts regular informal classroom observations and walk throughs to observe instruction and also conducts formal observations of specific lessons as part of the teacher evaluation process (about a quarter of the staff each year are on the formal observation cycle). During distance learning, she also visits zoom classrooms, observing instruction and monitoring student participation. During regular informal instructional rounds, the principal looks for appropriate use of dual immersion methodology, classroom management systems and interactions that are effective, fair and compassionate, and content instruction that reflects school instructional goals and professional development.

Findings from both informal and formal observations indicate that all staff appropriately use most key dual immersion methodology -- maintaining separation of the languages, front-loading academic vocabulary, providing scaffolded language support for students, having both language and content goals for lessons, frontloading key vocabulary, and providing frequent supported opportunities for students to develop oral language skills. Staff are skilled at using such structures as turn and talk, pair/share, jig-saw and other cooperative learning techniques and regularly provide sentence frames to support language development (in both languages). There is also consistency in teachers clearly articulating the goals and expectations of the lesson in language that students can understand. Observations also indicate the use of math warm ups, counting collections, manipulative, and regular use of Cognitively Guided Instruction and problem solving as a part of instruction. Teachers use both grade level and leveled text with students and make use of their instructional assistants to provide additional support to students who have not yet mastered standards. There is also consistent evidence that teachers make modifications and accommodations to instruction and work products to support the needs of students with IEPs, 504s, and those who fall into the Tier II category and those who receive Tier III reading interventions.

During distance learning, teachers have increased their technology use skills, using Zoom, Google Classroom, See Saw, Screencastify, to create on line lessons. They are also effective users of the adaptive software programs that the school purchases to meet children at their own learning level and move them forward in math and reading (Kid Biz, Raz Kids, Lexia Core 5, and ST Math. Teachers make regular and appropriate use of technology and on-line learning programs provided by the school to support and extend learning in reading and math.

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)

School Improvement Plan (SIP):

In 2020-2021, Edison's School Improvement Project (SIP) is focusing on strengthening the school's integrated and designated ELD program to increase the English language arts scores of English Learners and increasing the number of ELs qualifying for reclassification by 5th grade. Under the direction of Edison's Site Leadership Team (SLT) and Professional Learning Communities (PLCs), Edison teachers will be engaging in professional development on best practices in ELD in a dual immersion model and will be engaging in lesson design, reflection, revision and development of tools to develop and refine ELD lessons. The SLT is composed of the PLC teacher-leader from each grade level K-5, the literacy coach, a math coach, a reading intervention teacher, a special education teacher, and the principal -- for a total of 11 members. Team leaders are elected by Edison faculty. Coordination of the SIP with the other goals in the Edison site plan is facilitated by the fact that two of the members of the SLT also sit as staff representatives on the School Site Council.

Use of Data to Improve Reading and Mathematics --Because the CAASPP was not administered in May 2020, Edison is relying on longitudinal CAASPP data to look at trends over time and interim English reading and language arts data, and the ELPAC to look growth over the course of the year. Edison conducts and analyzes a variety of interim reading, some prescribed by SMMUSD and some by our own SPSA. These data analyzed quarterly during staff meetings and in PLCs and are used at the end of each instructional year by Grade Level PLCs to map out instruction for the following year. Teams analyze the strengths and weaknesses of students and of instruction and look at how to modify instruction to improve student achievement and close achievement gaps,

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

Common Formative Assessments are given throughout the year to progress monitor student achievement, determine which students need intervention, differentiation, or accommodations, and/or modification of instruction. Several years ago, Edison began using SIPPS (a program to develop the building blocks of phonemic awareness and phonics in English) as an intervention program. But after a year, of using this program student progress was such that second and third graders no longer qualified to use the program as Tier III students. The SIPPS content fills in some missing pieces in phonemic awareness and phonics for all students in second grade since they were not previously exposed to systematic English phonics in 1st grade. This delayed exposure is intentional because in the 90-10 immersion model, initial literacy is developed in Spanish in Kinder and 1st grade. Explicit instruction in English begins in 2nd grade. Edison now uses SIPPS as part of core Tier I instruction for all students in 2nd grade. Progress is monitored using interim SIPPS assessments. Students whose scores on interim SIPPS progress monitoring tools indicate that they still have a need for continued explicit phonemic awareness and phonics instruction are then assigned as Tier III students to a SIPPS intervention working in small groups with the reading interventionist in addition to the regular classroom instruction in English language arts. Those who do not meet mastery targets at the end of the first semester "graduate" from the program participate in either Tier I or Tier II English Language Arts instruction in the classroom. program only for those This approach has worked so well that this year there were no students in 3rd grade who needed further phonics instruction.

In addition to the district required A-Reading and Fastbridge, Edison administers 1:1 reading assessments (the Fountas and Pinnell Reading Inventory in Spanish grades K-2 and in English grades 3-5 and the WRAP in Spanish in grades 3-5) are administered in the fall and at mid year to progress monitor students, assign appropriate reading materials and leveled text, and provide differentiated instruction. District math assessments and Interim Assessment Blocks in Math in the upper grades are similarly used to differentiate instruction.

Staffing and Professional Development

Status of meeting requirements for highly qualified staff (ESEA)

Edison teachers meet the requirements for highly qualified staff under ESEA. All Edison teachers hold BCLAD or equivalent California teaching credentials and have had prior experience teaching in dual immersion programs. Instructional Assistants also meet ESEA criteria as being highly qualified and all have passed district language proficiency exams.

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

All credentialed teachers have received training in the use of SBE-adopted instructional materials and participate in regular professional development and training through a banked time schedule. The Edison School Leadership Team (SLT) also functions as the Site's Professional Development Committee. The SLT includes a teacher leader from each grade level K-5, the Literacy Coach, one of the school's Interventionists, the Math Teacher Leader, a representative from Special Education staff, and the Principal. The SLT developed a professional development plan for 2020-2021 at the beginning of the school year and was shared with the full faculty. Approximately three-of-four banked time days each month (1.5 hours per week) are planned by the site's Professional Development Committee. Other funds are made available through this SPSA to provide additional release time for professional development. However, due to the challenges of Covid-19 and the need for teachers to be familiar with more than one instructional model (Distance Learning and the Hybrid Model) some banked time sessions may need to be re-purposed this year to allow for teacher input on instructional models and needed training on safety protocols and instructional strategies needed for a new learning model. Thus, in 2020-2021, there will likely be a need for flexibility in the use of banked time meetings to respond to these changing demands. In order to allow for unanticipated demands on banked time, the SLT will review the Professional Development Calendar on a bi-monthly basis, adjusting as necessary. If needed, the planned three cycles of inquiry may be collapsed into two cycles and some professional development originally planned for 2020-2021 may need to be post-poned until the following school year or moved to the after-school hours (thus becoming optional and requiring compensation for teacher time. We begin the year with a full calendar but also with the realization that some adjustments may be needed as we go.

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

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

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

Edison has a full-time Literacy Coach who is available to assist teachers in implementing standards-based instruction using best instructional practices. She will be supporting teachers with effective strategies for distance learning and the development and review of ELD. She assists teachers with assessment and data analysis and developing and overseeing the school's Tier III interventions. Edison also has a Math Teacher Leader who sits on the School Leadership Team to provide input on math instruction and assist with professional development. This year we are designing instruction in grade level PLCs to continue writing instruction during math instruction.. Edison also has 1.54 FTE Interventionists -- one full time teacher who specializes in intervention in English, and a part-time Spanish reading interventionist. The SLT also anticipates engaging some content experts as consultants to assist with professional development on ELD. The SLT will finalize contact recommendations based on the availability of banked time sessions for school-wide professional development, availability of the consultants, and the availability of banked time sessions. We are currently exploring possible contracts with professional development specialists from the Association for Two-Way and Dual Language Education (ATDLE), the California Association for Bilingual Education (CABE), and the The Language & Literacy Collaborative Community for teaching Bi(Literacy).

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 is designed to facilitate grade-level collaboration. There are three classes at each grade level from K-5th grade and all have common planning and prep time each day. Time is also provided at the beginning of the year and periodically during the year for common grade level planning, identifying SMART Goals and power standards, and for the collection and analysis of common assessment data. Approximately every six weeks during banked time, grade level teams meet to review student data and talk about how to fine tune Tier II interventions and differentiate core instruction for the needs of all learners.

Teaching and Learning

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

The school/district prepares, distributes, and monitors the use of an annual district instructional/assessment pacing guide for each grade level (kindergarten through grade eight) for the locally-adopted, standards-aligned RLA/ELD, Math and intensive intervention programs in order for all teachers to follow a common sequence of instruction and assessment.

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

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

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

Edison staff work from district curriculum maps and pacing plans, modifying them as needed to fit the needs of an immersion program. The school master schedule is built to allow for daily common planning time at each grade level. To the extent possible, Instructional Assistant schedules are coordinated so that they occur during instructional blocks for literacy or math. Spanish and English reading intervention teachers coordinate push-in and/or pull-out services in reading so that students are also present for core literacy instruction by teachers unless they are providing Tier III replacement instruction. Additional instructional assistant time is provided to assist during intervention blocks and/or classes heavily impacted with Tier III students. Some intervention classes are scheduled during the asynchronous afternoon periods so that they do not affect synchronous teaching time with the classroom teacher. We also hire one or two instructional assistants to work in the afternoon under the supervision of the Literacy Coach to provide reading services to students in the RTI program during asynchronous time.

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. The math instructional materials are aligned with new California State Standards (CSS). The school/district provides locally-adopted, standards-aligned, basic core instructional programs and materials in ELD. These programs are implemented as designed. The school/district provides RLA/ELD intensive intervention programs and materials in grades four and five. These programs are implemented as designed and documented to be in use in every intervention classroom with materials for every identified student.

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

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

Opportunity and Equal Educational Access

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

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

However, recognizing the fact that children acquire a second language, and develop math and reading skills at different rates, the school also invests resources in offering and strengthening Response to Intervention and Instruction (RTI2) to enable underperforming students to meet standards. We also use Professional Learning Communities (PLC) structures to make the collection and analysis of student data a regular part of the school program. Our Academic Coaches is deployed to help teachers craft rigorous and differentiated instruction in reading, writing, integrated ELD and language arts and math instruction as needed.

School protocol is to conference with parents of students who are not yet achieving standards and develop academic improvement plans with things that will happen at school and at home, and provide periodic follow ups and adjustments at regular intervals. Most resources are invested in strengthening students as readers and writers in both languages.

To supplement what can be done in Tier I instruction in the regular classroom, Site Council invests SPSPA funds from Title I to supplement what the district-funded reading interventionist provides to students lagging in English reading in grades two and three by offering targeted small group instruction and providing support for children in danger of becoming long-term English learners (LTELs). These teachers provide additional services to help lagging students close achievement gaps. Goals and funding in the SPSPA makes possible the following personnel to provide supplemental intervention services:

* A part-time Spanish Reading teacher to support readers in grades K-1-2 providing targeted small-group reading intervention services. This staff member also provides training and supervision of a 1:1 instructional intervention assistant for Kinder, and parent workshops and coaching for how to support early readers;

. Supervised reading support from BIAs working under the supervision of the Academic Coach for lagging Kindergartners in the second semester.

* Additional curriculum materials and self-paced technology programs as needed to provide students with appropriately targeted materials to accelerate their learning

During distance learning, additional resources have been provided to ensure that all children have access to school supplies and print materials so that they do not need to exclusively rely on screen-based instruction. Funding has also been included to provide or supplement tutorial support that may be needed by English learners or students from low-income families. Edison applied for and received a grant from Access Books to provide high interest free reading books to children from low income families since they are less likely to have reading materials at home and with library closures these materials are harder to come by.

Evidence-based educational practices to raise student achievement

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

Parental Engagement

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

Edison provides a variety of services to help parents be active partners in improving student achievement. The district provides a full-time bilingual community liaison to inform, support, and involve parents. The City of Santa Monica provides a school counselor through Family Services of Santa Monica for short- and longer-term student and family counseling. Funding through Edison's SPSA provides several workshops each year targeted to increase parent understanding of behaviors and conditions that affect school function (ADHD, Anxiety, etc.) Family Services of Santa Monica provides workshops and parenting classes in both languages to support families with parenting skills. The school, through its Title I grant provides workshops for parents to learn more about early reading development, how to support emergent readers, and how to understand and support children with math in the common core. The School's ELAC offers monthly parent meetings that provide information about parenting, partnering with the school, understanding the process of language acquisition, holding effective parent conferences, understanding report cards, etc. While opportunities for parent volunteers are more limited with distance learning, in past years Edison has had approximately 280 trained and screened parent volunteers to assist teachers.

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

n/a

Funding

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

SMMUSD and Edison provide many resources to directly assist under-achieving students in a school-wide RTI Program. The district provides support for a full-time Literacy Coach, and a full-time ELD/Reading Intervention Teacher. Through Edison's Title I program, the school also devotes site funds to hire a part-time Spanish Reading Intervention Teacher and designates some of its instructional assistants to assist the intervention program -- providing 1:1 reading tutoring to lagging Kindergartners. With Title I and Stretch Grant Funds, the school also purchases on-line learning resources designed to help close achievement gaps. Edison purchase programs that can be used to both remediate and accelerate (self-paced) student achievement. We choose programs that can be accessed at school and at home and on devices other than simply computers.

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

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

Fiscal support (EPC)

The district supports with the management of fiscal resources.

Stakeholder Involvement

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

Involvement Process for the SPSA and Annual Review and Update

Throughout the year, Site Council reviewed the implementation of the 2019-2020 SPSA, received regular updates about the SIP Writing Project, and discussed problems of practice. Site Council divided into teams to review the implementation of various goals and make recommendations for next steps. Site Council parent members participated in a learning walk of classrooms to see the various programs and strategies funded by the SPSA in action. Site Council also conducted an annual parent survey in spring 2020. Because of the Covid shut down, the 2020 survey was different from past surveys, soliciting information primarily about the effects of the shut down on Edison families and seeking input about what aspects of distance learning needed to be strengthened. The Site Council Parent Survey team briefed the full Site Council on findings from the survey and prepared a summary for the wider community. Data from the California Healthy Kids Survey from 2020-2021 were also reviewed to examine social emotional needs, concerns about bullying and student engagement. These data indicated that students felt that their teachers and parents hold high expectations for them and that teachers try to help when students share concerns about bullying. The lowest area of engagement was the extent to which students felt involved in setting rules or get to provide input into what they study. These are two areas to consider in efforts to improve student engagement. Techniques from Responsive Classroom can be used to increase student involvement in setting rules and additional use of Project Based learning with choice in topics, types of projects, and partners can help to build engagement as well.

Until the March 2020 shut down, the SLT, full faculty and Site Council were involved in reviewing quarterly data to determine adjustments or changes needed for this year's SPSA, the School Leadership Team also monitored SIP data in monthly SLT meetings. The SLT and the full faculty reviewed preliminary CAASPP data to identify areas of growth and areas of need. Data on English learners was also shared and discussed with Site Council and data for English learners was analyzed by the school's EL PLC (English Learners Professional Learning Community). The EL PLC also made recommendations for some revisions in instructional priorities (EL Learning Walks, and strengthening integrated and designated ELD in the coming year).

The Principal and the Literacy and Language Interventionist attended monthly ELAC meetings and frequently shared annual achievement data, interim assessment data, and ELPAC and reclassification data with ELAC Members. Data was shared with ELAC along with drafts of the SPSA. Preliminary objectives, strategies and programs to address needs was shared on October 16, 2019 and ELAC submitted written recommendations to Site Council which were shared at its October 16 meeting. A Town Hall Briefing the 2019-2020 preliminary data was held to share data and gather input on needs was held on October 23, and a data briefing was also incorporated into the Principals Report at the October PTA meeting. During 2019-2020, two town hall meetings involving ELAC members were also held to discuss various initiatives to increase safety and pick up and drop off at Edison and ELAC was consulted in the development of parent surveys on proposed gate closures for safety purposes. At its 5/20/2020 meeting, the Principal provided a briefing on the SPSA process, the Edison SPSA and its implementation, reported on quarterly achievement data

(CAASPP was suspended this year), and asked for ELAC input and advice for the 2020-2021 SPSA. ELAC provided a written recommendation to Site Council after that meeting.

Resource Inequities

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

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

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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
American Indian	0.45%	0.46%	0.46%	2	2	2
African American	3.13%	3.42%	3.87%	14	15	17
Asian	2.24%	2.51%	1.37%	10	11	6
Filipino	0.22%	0.23%	0.23%	1	1	1
Hispanic/Latino	65.32%	61.28%	62.64%	292	269	275
Pacific Islander	%	%	0%			0
White	27.74%	30.98%	30.3%	124	136	133
Multiple/No Response	0.22%	0.23%	0.91%	1	1	1
Total Enrollment				447	439	439

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	17-18	18-19	19-20
Kindergarten	91	95	96
Grade 1	68	72	72
Grade 2	70	66	69
Grade3	70	68	66
Grade 4	72	67	68
Grade 5	76	71	68
Total Enrollment	447	439	439

Conclusions based on this data:

- Edison enrollment has grown very slightly over the last three years. In large part, this is due to the inclusion of one classroom of Transitional Kindergarten which began small in 2016-2017 and has grown to be fully enrolled since that time. During the Covid shutdown, enrollment has declined such that current TK-5 enrollment has dipped to 424. The preschool has been closed and various children -- especially in the primary grades -- have either sheltered in areas far from Edison or left for in-person and all English programs.
- Enrollment is comparable at each grade level. In TK-3, enrollment is capped at an average of 24:1 per class. More students can be enrolled in upper grades, but this year, those classes are smaller than the primary classes.
- Enrollment by race/ethnicity is predominately Hispanic/Latino. However the proportion of Hispanic/Latino students had declined over three years from approximately three-quarters to approximately two-thirds. While the numbers and percentages of African American and Asian students have remained stable, the population of White students has grown over three years from 17.6% to 27.74%.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	17-18	18-19	19-20	17-18	18-19	19-20
English Learners	149	143	144	33.3%	32.6%	32.8%
Fluent English Proficient (FEP)	114	120	126	25.5%	27.3%	28.7%
Reclassified Fluent English Proficient (RFEP)		11	7	0	7.4%	4.9%

Conclusions based on this data:

1. About one-third of Edison students are English learners. The numbers have increased slightly each year over the last three years. However, the model and practices in the original Edison program were developed for a student population that was 50% English learners. As the percentage of English Learners has declined over the years, the number of children who are bilingual at entry has increased.
2. About a quarter of Edison students are now IFEP -- having some exposure to another language on their home language survey but being themselves fluent English speakers.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	68	68	72	68	68	72	68	68	100	100	100
Grade 4	75	72	67	75	72	67	75	72	67	100	100	100
Grade 5	73	76	71	73	76	71	73	76	71	100	100	100
All Grades	220	216	206	220	216	206	220	216	206	100	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2475.	2459.	2471.	43.06	39.71	45.59	26.39	22.06	20.59	20.83	23.53	23.53	9.72	14.71	10.29
Grade 4	2514.	2530.	2518.	41.33	51.39	43.28	28.00	27.78	25.37	20.00	13.89	22.39	10.67	6.94	8.96
Grade 5	2565.	2566.	2575.	46.58	40.79	56.34	34.25	40.79	23.94	10.96	7.89	9.86	8.22	10.53	9.86
All Grades	N/A	N/A	N/A	43.64	43.98	48.54	29.55	30.56	23.30	17.27	14.81	18.45	9.55	10.65	9.71

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	44.44	36.76	50.00	36.11	50.00	33.82	19.44	13.24	16.18
Grade 4	38.67	44.44	43.28	48.00	45.83	47.76	13.33	9.72	8.96
Grade 5	41.10	39.47	46.48	49.32	50.00	42.25	9.59	10.53	11.27
All Grades	41.36	40.28	46.60	44.55	48.61	41.26	14.09	11.11	12.14

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	34.72	29.41	27.94	56.94	47.06	64.71	8.33	23.53	7.35
Grade 4	30.67	43.06	29.85	60.00	48.61	65.67	9.33	8.33	4.48
Grade 5	54.79	53.95	59.15	41.10	40.79	35.21	4.11	5.26	5.63
All Grades	40.00	42.59	39.32	52.73	45.37	54.85	7.27	12.04	5.83

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	33.33	27.94	32.35	58.33	57.35	58.82	8.33	14.71	8.82
Grade 4	33.33	36.11	40.30	57.33	56.94	55.22	9.33	6.94	4.48
Grade 5	31.51	32.89	32.39	60.27	56.58	59.15	8.22	10.53	8.45
All Grades	32.73	32.41	34.95	58.64	56.94	57.77	8.64	10.65	7.28

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	50.00	35.29	42.65	43.06	57.35	41.18	6.94	7.35	16.18
Grade 4	40.00	47.22	32.84	53.33	48.61	49.25	6.67	4.17	17.91
Grade 5	60.27	60.53	49.30	32.88	31.58	42.25	6.85	7.89	8.45
All Grades	50.00	48.15	41.75	43.18	45.37	44.17	6.82	6.48	14.08

Conclusions based on this data:

1. The administration of the CAASPP was suspended statewide in 2019-2020, so there are no data past 2019 to report. Mean scaled scores in English Language Arts grow slightly with each year that students are enrolled in the dual immersion program,. In the 90-10 dual immersion model, formal reading and writing in English does not begin until Grade 2, so there is reason to expect that scores in English Language Arts would increase with each year of exposure to instruction in English. Further, with each year in 2-5th grades, the percentage of instruction offered in English grows. Students in third grade have only been reading in English for two years when they first begin taking these state tests in English and only 30% of their instruction is in English. Edison's mean scaled scores in English Language Arts by grade level have remained relatively static between 2015-16 and 2017-18.
2. Between 2015-16 and 2017-18, between 80-82% of Edison 5th graders met or exceeded standards in English Language Arts.. There are small numbers of students who are working below standards in English. While the percentage of students who score above, at or near standards is similar by 5th grade across all four domains of English language arts, producing clear and purposeful writing has become a strength -- with approximately 95% of 5th graders above, at, or near standards and only approximately 5% working below standards.
3. While the percentage of students reading below grade level standards has declined each year over three years, in 2017-18, there were still an average of 11% of students reading below grade level across 3rd, 4th and 5th grades. Individual scores indicate that a high proportion of these students are also English Learners and/or children with learning disabilities. Students identified by this indicator (and other measures of reading) are identified as Tier III students and receive reading intervention support. Edison also offers an intensive English program for upper grade English Learners -- whose lowest scores tend to be on the reading subtest. Efforts to strengthen Tier I and Tier II instruction and the effectiveness of the reading intervention programs have reduced the number of students eligible for such services each year.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	72	68	68	72	68	68	72	68	68	100	100	100
Grade 4	75	72	67	75	72	67	75	72	67	100	100	100
Grade 5	73	76	71	73	76	71	73	76	71	100	100	100
All Grades	220	216	206	220	216	206	220	216	206	100	100	100

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

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	2473.	2458.	2453.	36.11	30.88	32.35	38.89	35.29	25.00	20.83	22.06	23.53	4.17	11.76	19.12
Grade 4	2513.	2523.	2500.	25.33	33.33	26.87	34.67	33.33	28.36	40.00	29.17	35.82	0.00	4.17	8.96
Grade 5	2575.	2571.	2555.	53.42	47.37	47.89	19.18	32.89	15.49	16.44	14.47	21.13	10.96	5.26	15.49
All Grades	N/A	N/A	N/A	38.18	37.50	35.92	30.91	33.80	22.82	25.91	21.76	26.70	5.00	6.94	14.56

Concepts & Procedures Applying mathematical concepts and procedures										
Grade Level	% Above Standard			% At or Near Standard			% Below Standard			
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19	
Grade 3	48.61	41.18	41.18	38.89	41.18	30.88	12.50	17.65	27.94	
Grade 4	33.33	48.61	37.31	57.33	36.11	37.31	9.33	15.28	25.37	
Grade 5	61.64	60.53	56.34	26.03	27.63	23.94	12.33	11.84	19.72	
All Grades	47.73	50.46	45.15	40.91	34.72	30.58	11.36	14.81	24.27	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.83	32.35	23.53	43.06	45.59	58.82	11.11	22.06	17.65
Grade 4	32.00	27.78	31.34	58.67	61.11	47.76	9.33	11.11	20.90
Grade 5	53.42	42.11	45.07	34.25	51.32	36.62	12.33	6.58	18.31
All Grades	43.64	34.26	33.50	45.45	52.78	47.57	10.91	12.96	18.93

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	16-17	17-18	18-19	16-17	17-18	18-19	16-17	17-18	18-19
Grade 3	45.83	36.76	38.24	50.00	51.47	48.53	4.17	11.76	13.24
Grade 4	37.33	47.22	35.82	60.00	44.44	49.25	2.67	8.33	14.93
Grade 5	49.32	36.84	36.62	42.47	55.26	46.48	8.22	7.89	16.90
All Grades	44.09	40.28	36.89	50.91	50.46	48.06	5.00	9.26	15.05

Conclusions based on this data:

- Overall math scores are lower at Edison than are English Language Arts scores. This is true at each grade level, grades 3-5. This is also true for the District and for the State of California. However, that was not traditionally true at Edison -- where math scores tended to outpace ELA scores. In part this is attributable to the large percentage of students who were English Learners and the time it took them to be able to score as proficient or advanced on ELA tests designed for native English speakers. It was also attributed to the fact that math at Edison was taught in Spanish. However, as Edison's ELA scores began to climb for all students, math scores did not keep pace with those gains. Also during this time, the percentage of English learners enrolled at Edison began to decline and math became increasingly language embedded.
- 13-15% of students continue to work below grade level in both Concepts and Procedures and Problem Solving & Modeling/Data Analysis.
- Data from 2018-2019 indicate that over three years, the mean scaled score for Edison students decreased by 20-23 points depending on grade level. Declines were especially pronounced for English learners. Data over three years had shown growth in math scores and a narrowing of the math achievement gap between all 3-5th graders and 3-5 graders who are EL. However, in 2018-2019 scores for EL's dropped significantly -- to a level below the state average scores. Trying to determine the reasons that may have contributed to this drop, staff have analyzed longitudinal data, individual data, grade-by-grade and teacher-by-teacher scores. We also looked at which specific items on the math exam where scores declined for most students (measurement and geometry), and the larger areas with declines (concepts and procedures and problem solving). We also examined what might have been different in the 2018-2019 cohort, teachers, and administration. From this analysis we concluded that we need to ensure that Tier I core instruction is strong across classrooms and grade levels. and other areas where professional development in the math domains with the lowest scores. We also noted that instruction in Spanish for all students needs to include academic vocabulary and analytic writing skills and the last year of our writing SIP focused on writing across the curriculum. The current plan includes funding for ST Math for students K-5, for a pilot of the Freckle program K-5, and SIP focus on effective ELD and SLD. Current learning plans ask all grades to devote a daily hour of instructional time to mathematics instruction.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
Grade K	1455.7	1468.9	1472.2	1490.6	1417.0	1417.9	40	31
Grade 1	1481.3	1482.9	1508.9	1514.1	1452.9	1451.1	23	28
Grade 2	1499.1	1511.0	1513.2	1525.7	1484.5	1496.0	24	23
Grade 3	1529.9	1537.6	1546.0	1553.3	1513.2	1521.4	19	23
Grade 4	1547.3	1559.5	1552.3	1574.7	1541.9	1543.7	18	15
Grade 5	1555.6	1583.9	1560.3	1585.1	1550.5	1582.3	12	16
All Grades							136	136

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	47.50	32.26	37.50	51.61	*	16.13		0.00	40	31
1	52.17	21.43	*	57.14	*	21.43	*	0.00	23	28
2	*	21.74	54.17	65.22	*	13.04		0.00	24	23
3	*	52.17	*	30.43	*	17.39		0.00	19	23
4	61.11	66.67	*	20.00	*	13.33		0.00	18	15
5	*	62.50	*	37.50		0.00		0.00	12	16
All Grades	45.59	38.97	41.18	46.32	12.50	14.71	*	0.00	136	136

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	65.00	51.61	30.00	41.94	*	6.45		0.00	40	31
1	91.30	60.71	*	35.71		3.57	*	0.00	23	28
2	75.00	69.57	*	21.74	*	8.70		0.00	24	23
3	*	69.57	*	26.09		4.35		0.00	19	23
4	88.89	86.67	*	13.33		0.00		0.00	18	15
5	91.67	93.75	*	6.25		0.00		0.00	12	16
All Grades	74.26	68.38	22.79	27.21	*	4.41	*	0.00	136	136

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	32.50	6.45	*	41.94	40.00	41.94	*	9.68	40	31
1	*	3.57	*	25.00	*	57.14	*	14.29	23	28
2	*	13.04	*	39.13	*	39.13	*	8.70	24	23
3	*	30.43	*	26.09	*	39.13	*	4.35	19	23
4	*	26.67	*	53.33	*	6.67	*	13.33	18	15
5	*	25.00	*	56.25	*	18.75	*	0.00	12	16
All Grades	27.21	15.44	28.68	38.24	29.41	37.50	14.71	8.82	136	136

Listening Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	90.00	41.94	*	58.06		0.00	40	31	
1	86.96	75.00	*	25.00	*	0.00	23	28	
2	75.00	43.48	*	56.52		0.00	24	23	
3	*	34.78	63.16	65.22	*	0.00	19	23	
4	*	53.33	*	46.67		0.00	18	15	
5	*	25.00	*	75.00		0.00	12	16	
All Grades	70.59	47.06	27.94	52.94	*	0.00	136	136	

Speaking Domain Percentage of Students by Domain Performance Level for All Students									
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students		
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19	
K	50.00	74.19	47.50	25.81	*	0.00	40	31	
1	73.91	50.00	*	50.00		0.00	23	28	
2	79.17	73.91	*	26.09		0.00	24	23	
3	84.21	91.30	*	8.70		0.00	19	23	
4	94.44	93.33	*	6.67		0.00	18	15	
5	100.00	100.00		0.00		0.00	12	16	
All Grades	74.26	77.21	25.00	22.79	*	0.00	136	136	

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	*	6.45	67.50	90.32	*	3.23	40	31
1	52.17	28.57	*	50.00	*	21.43	23	28
2	*	8.70	58.33	86.96	*	4.35	24	23
3	*	21.74	63.16	43.48	*	34.78	19	23
4	*	20.00	61.11	60.00	*	20.00	18	15
5	*	37.50	*	62.50	*	0.00	12	16
All Grades	32.35	19.12	52.94	66.91	14.71	13.97	136	136

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	17-18	18-19	17-18	18-19	17-18	18-19	17-18	18-19
K	35.00	35.48	47.50	45.16	*	19.35	40	31
1	*	3.57	65.22	82.14	*	14.29	23	28
2	*	21.74	83.33	56.52	*	21.74	24	23
3	*	30.43	68.42	69.57	*	0.00	19	23
4	*	40.00	*	46.67		13.33	18	15
5	*	25.00	*	75.00		0.00	12	16
All Grades	27.94	25.00	59.56	62.50	12.50	12.50	136	136

Conclusions based on this data:

1. Edison has very few students who score Level 1 or Level 2 on the ELPAC. Even in the early grades, most students enter Edison with Level 3 or Level 4 skills.
2. Oral language skills are particularly strong at all grade levels. Only in Kindergarten are there students who have somewhat/moderately developed skills.
3. Reading and writing skills develop more slowly in students who are still classified as English learners. The charts above do not show disaggregated data for 5th graders or for most 4th graders because their numbers are so small that privacy would not be protected if the scores were disaggregated.

School and Student Performance Data

Student Population

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

2018-19 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
439	42.1	32.6	This is the percent of students whose well-being is the responsibility of a court.
This is the total number of students enrolled.	This is the percent of students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	This is the percent of students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2018-19 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	143	32.6
Socioeconomically Disadvantaged	185	42.1
Students with Disabilities	44	10.0

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	15	3.4
American Indian	2	0.5
Asian	11	2.5
Filipino	1	0.2
Hispanic	269	61.3
Two or More Races	4	0.9
White	136	31.0

Conclusions based on this data:

- Two-thirds of Edison students are Hispanic/Latino, slightly more than a quarter are White. The proportion of White students has been growing over the last several years while the proportion of African American and Asian students remains small and stable.
- As one would anticipate in a dual language program, a large proportion of the Edison population are English learners. Approximately one-third of the student population is still limited in its English proficiency. However, another 20% of the student population is already bilingual and most English learners score at Levels 3 and 4.
- Over 40% (41.2%) of Edison students are from homes with low-socioeconomic status and the school is able to operate a Title I Schoolwide Program because of that percentage.

School and Student Performance Data

Overall Performance

2019 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
<p data-bbox="186 426 479 457">English Language Arts</p>  <p data-bbox="305 508 360 533">Blue</p>	<p data-bbox="673 426 950 457">Chronic Absenteeism</p>  <p data-bbox="773 508 844 533">Green</p>	<p data-bbox="1177 426 1396 457">Suspension Rate</p>  <p data-bbox="1260 508 1315 533">Blue</p>
<p data-bbox="251 625 414 657">Mathematics</p>  <p data-bbox="297 707 373 732">Green</p>		

Conclusions based on this data:

1. The 2018 Fall Dashboard overall performance for all students shows that English Language Arts performance was very high and Mathematics achievement was high.
2. Suspension rates are rated as Green -- which in this case indicates that rates are low enough for the indicator to be considered positively in the high range.
3. Area of concern is Chronic Absenteeism which although is rated in the medium range, also declined over last year. The is localized in just a few students who have not responded to efforts to improve their on-time arrivals or unexcused absences. These students are clustered in the lowest grades.

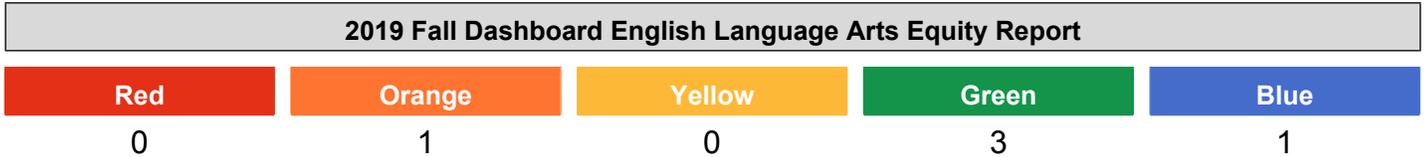
School and Student Performance Data

Academic Performance English Language Arts

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard English Language Arts Performance by Race/Ethnicity

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

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

2019 Fall Dashboard English Language Arts Data Comparisons for English Learners

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

Conclusions based on this data:

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

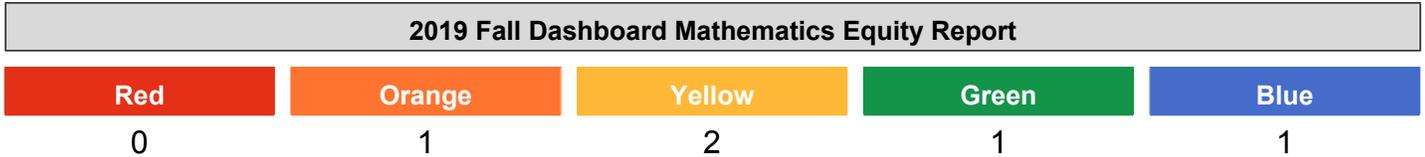
School and Student Performance Data

Academic Performance Mathematics

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Mathematics Performance by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 6	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 7	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green 4.8 points above standard Declined Significantly -18.9 points 151	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1	(Empty)	 Blue 68.4 points above standard Maintained -0.7 points 38

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

2019 Fall Dashboard Mathematics Data Comparisons for English Learners

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

Conclusions based on this data:

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

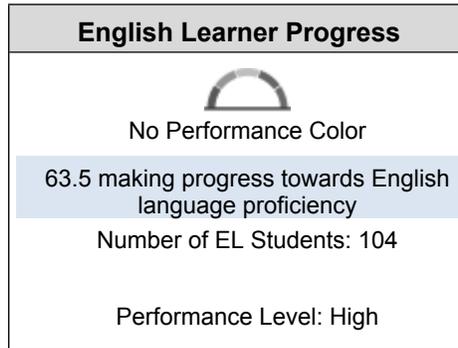
points above standard and defined 7.7 points over the prior year. Scores for current English learners were just slightly below standard (0.3 points) and with a slight increase of 1.5 points over the past year maintained their status.

School and Student Performance Data

Academic Performance English Learner Progress

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

2019 Fall Dashboard English Learner Progress Indicator



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

2019 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
19.2	17.3	16.3	47.1

Conclusions based on this data:

1. While this is the only year for which LPAC data are available, the scores confirm recent trends in English proficiency among Edison students. That is, there are very few students (0.7%) who enter Edison with Level 1 or Beginning Stage English skills, and few (12.5%) who are at Level 2, Somewhat Developed.
2. Nearly all Edison students scored Level 4, Well Developed (45.6%) or Level 3, Moderately Developed (41.2%). These students, while still needing designated ELD, can also benefit from a focus on the English Language Arts Standards and strong Integrated ELD. Most of those with Level 4 LPAC skills can also meet the CAASPP criteria for reclassification by their 4th or 5th grade year. Those who reach the upper grades with Level 3 proficiency typically need more intensive intervention. The school provides E3D intervention classes for these groups, usually before or after school to avoid more time away from core classroom instruction.
3. Overall, Edison is serving more EL students who have moderately developed or well developed English skills upon arrival at Edison, reflecting the higher number of students who enter Edison with some degree of bilingualism. However, the population at entry (TK, K and a few students entering at other grades) varies each year as Edison draws students from a variety of SMMUSD neighborhoods and from other cities in LA County. Overall, SMMUSD is not home to as many recently arrived Spanish speaking immigrants and many of our EL students are US citizens at birth but live in homes where parents are Spanish speakers and are the first generation to have lived in the US. Thus, our teachers need to be skilled at both designated and integrated ELD, ELD standards and bridging to ELA standards.

School and Student Performance Data

Academic Performance College/Career

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

Lowest Performance Red Orange Yellow Green Blue Highest Performance

This section provides number of student groups in each color.

2019 Fall Dashboard College/Career Equity Report				
Red	Orange	Yellow	Green	Blue

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

2019 Fall Dashboard College/Career for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2019 Fall Dashboard College/Career by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

This section provides a view of the percent of students per year that qualify as Not Prepared, Approaching Prepared, and Prepared.

2019 Fall Dashboard College/Career 3-Year Performance		
Class of 2017	Class of 2018	Class of 2019
Prepared	Prepared	Prepared
Approaching Prepared	Approaching Prepared	Approaching Prepared
Not Prepared	Not Prepared	Not Prepared

Conclusions based on this data:

1.

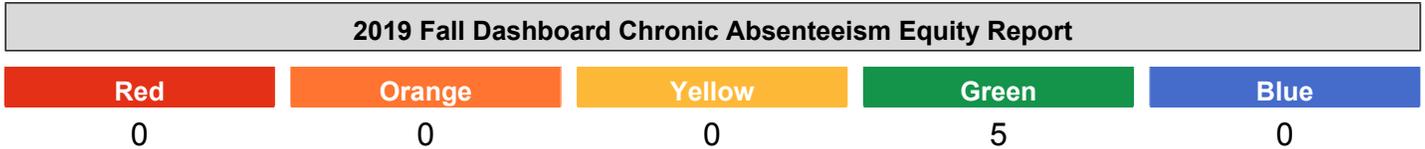
School and Student Performance Data

Academic Engagement Chronic Absenteeism

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



This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Chronic Absenteeism by Race/Ethnicity

African American	American Indian	Asian	Filipino
 No Performance Color <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">0</div> Declined -6.7 16	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 2	 No Performance Color <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">0</div> 11	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 1
Hispanic	Two or More Races	Pacific Islander	White
 Green <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">4.7</div> Maintained +0.3 278	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 5	 No Performance Color Less than 11 Students - Data Not Displayed for Privacy 0	 Green <div style="background-color: #e0e0e0; padding: 2px; text-align: center;">3.2</div> Declined -0.9 126

Conclusions based on this data:

1. Compared to the previous year, rates of chronic absenteeism held steady at 3.9% overall. While rates are very slightly higher for some subgroups (4.2% for English Learners and 4.7% for Hispanics/Latinos) rates for all subpopulations were in the Green Zone. Overall, Edison students have good attendance and we will maintain our attendance monitoring and conferring practices.
2. Compared to the past year, chronic absenteeism declined for English Learners (by 1.2%), for Socioeconomically disadvantaged students (by 1%) for Students with Disabilities (by 3.8%) and for White students (by 0.9%). However, attendance overall and for all subgroups remained in the Green Zone. We need to continue to work with families from all groups, but particularly our most vulnerable students, to problem solve and encourage regular attendance.
3. During the school closures due to Covid-19 (beginning March 2020) attendance has not been measured in the same way. During distance learning in the 2020-2021 school year for example, per state guidelines, children are not marked tardy and are considered to be present if they log on for any portion of the school day or complete some work that day. Teachers monitor attendance to try to determine which absences are due to technology problems, which due to supervision concerns, and which may be due to disengagement. Each child in the school has access to a district loaned Chromebook and/or hotspot as needed and we maintain a regular system of repair and/or replacement when equipment malfunctions. However, some have more reliable internet connections than do others. Some children need to go with their parents to work and on some days do not have predictable access to class. For our students in those situations who are English Learners, the district has opened a supervision hub on our campus and staff have worked to help families fill out the paperwork to take advantage of being able to come five days a week to an Edison classroom, receive supervision and support to get on line and stay on line, and to use the school's more reliable internet. Some families have had to temporarily leave the area to take shelter with family member in other states/countries due to a job loss due to Covid closures. Most have been able to continue to log on and participate in class during these temporary absences. Some have been in very different time zones that did not make this feasible and dropped from the school until their return to the Santa Monica area. Attendance issues that are due to student disengagement are dealt with on a case-by-case basis with informal accommodations between teachers and parents, referrals for counseling, with an assist from the Student Study Team which may include a consult from the District Behaviorist to develop a positive behavior support plan, or referral for a 504 eligibility meeting, or sometimes, referral for special education assessment if learning difficulties are being exacerbated in the distance learning environment. A multi-faceted approach involving parents, students, and school specialists will continue to be needed to help unpack and solve the reasons behind attendance challenges.

School and Student Performance Data

Academic Engagement Graduation Rate

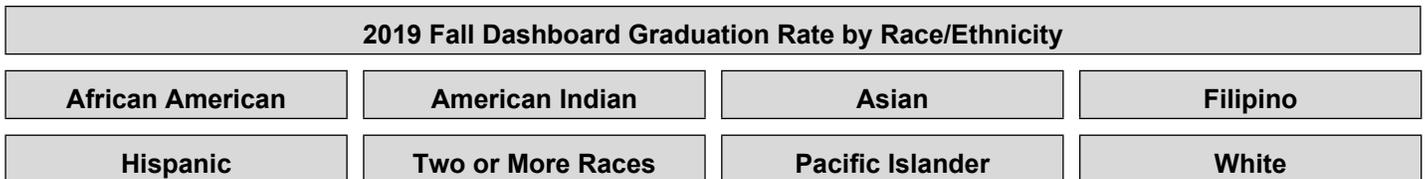
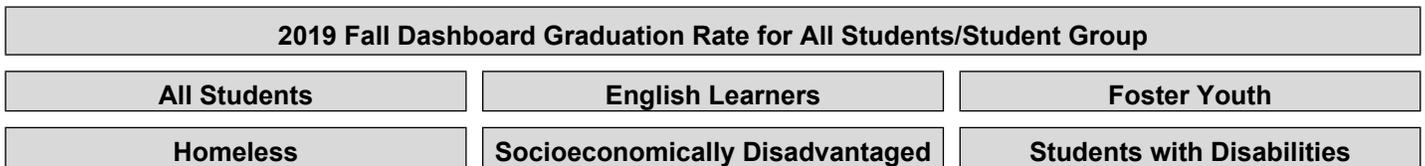
The performance levels are color-coded and range from lowest-to-highest performance in the following order:

Lowest Performance Red Orange Yellow Green Blue Highest Performance

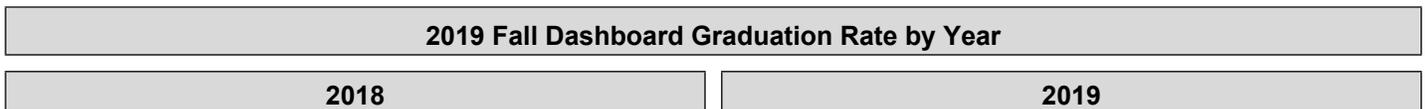
This section provides number of student groups in each color.



This section provides information about students completing high school, which includes students who receive a standard high school diploma or complete their graduation requirements at an alternative school.



This section provides a view of the percentage of students who received a high school diploma within four years of entering ninth grade or complete their graduation requirements at an alternative school.



Conclusions based on this data:

- 1.

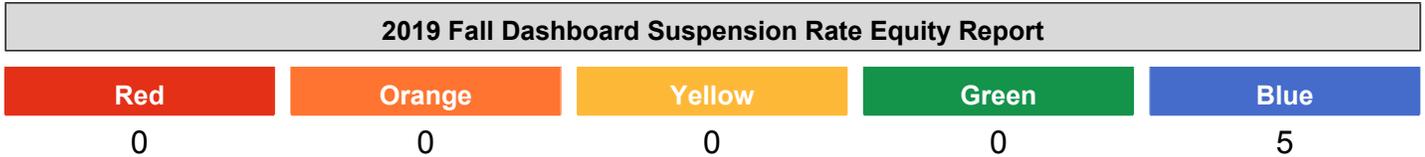
School and Student Performance Data

Conditions & Climate Suspension Rate

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



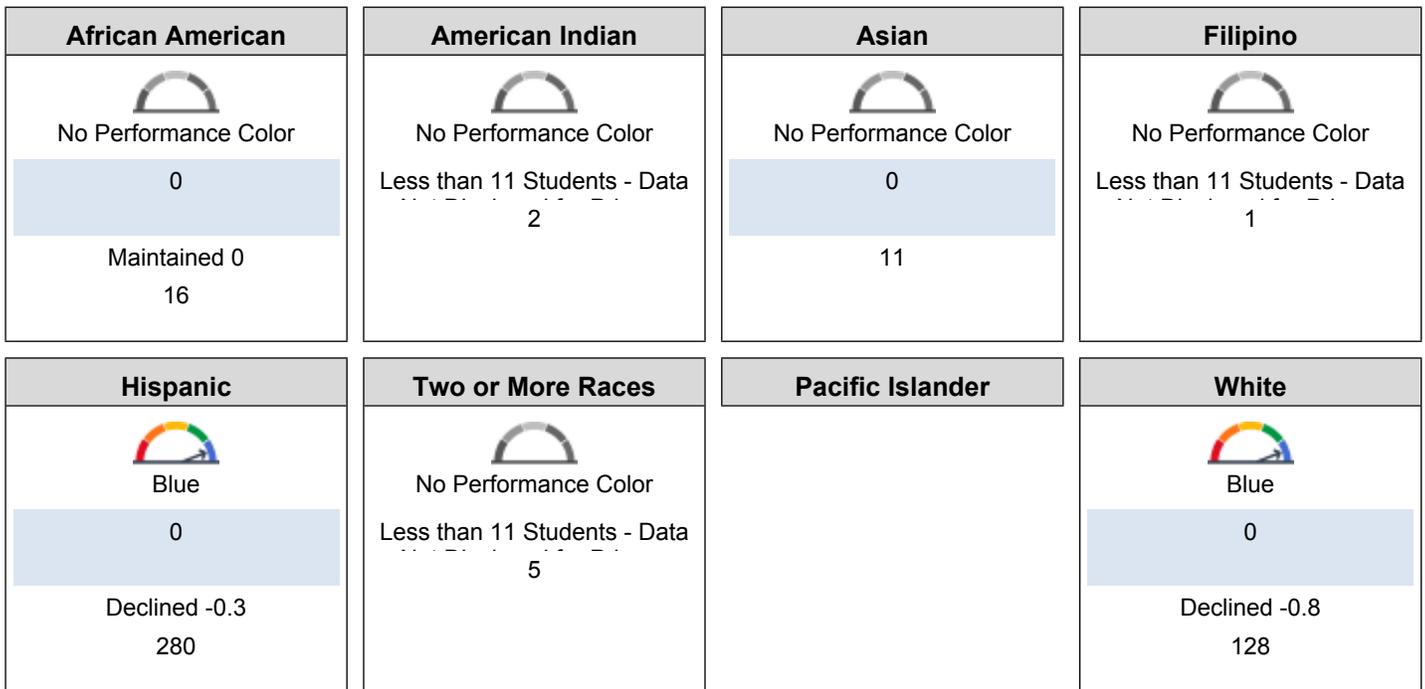
This section provides number of student groups in each color.



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

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

2019 Fall Dashboard Suspension Rate by Race/Ethnicity



This section provides a view of the percentage of students who were suspended.

2019 Fall Dashboard Suspension Rate by Year

2017	2018	2019
	0.4	0

Conclusions based on this data:

1. Edison suspension rates are very low -- some years no students are suspended and other years only one or two. English learners and students with disabilities are the least likely to have been suspended.
2. Suspension rates are low because of a progressive discipline system that intervenes with problem behaviors before most get to the point of suspension being an option. The school uses staff problem solving and discipline conferences, conferences with the principal, calls to parents, class meetings for role play and problem solving, the use of the Student Success Team (SST), counseling referrals, and behavior plans with out of school suspension as a last resort or as an option use for behavior that is not responsive to these other methods.
3. The school also invests in a robust social emotional education program, involving students in setting class and school rules, teaching self regulation behaviors and mindfulness, using the Olweus Anti-Bullying Program, and using Responsive Classroom.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 1

1. Edison students will maintain or improve achievement in Reading, English Language Arts, and Math despite the shift to a distance learning format caused by Covid-19. 3rd-5th grade students will be able to demonstrate achievement levels on the 2020-2021 CAASPP that are at least comparable to scores that these groups received on the 2018-2019 CAASPP (the last year of CAASPP data available). This will be true for students overall, for each grade level, and for significant subpopulations of students who have scored below the overall student score (English Learner Students, Students from Families with low socioeconomic status, Hispanic students, and students with disabilities).
2. During distance learning and/or Hybrid Learning, students will demonstrate an attendance rate of 95% or better and reduce the following: number of "chronic" absentees, and number of students with "manageable attendance" -- moving them to good attendance.

Identified Need

Edison had been making steady progress in raising CAASPP ELA and Math scores over the last three years and had made notable progress in closing the achievement gap for English learners. However, achievement gaps persist between the general population and students from families designated as socioeconomically disadvantaged, students who are English learners, and students with disabilities. Because the overwhelming majority of Edison ELs are also Latino, there are similar gaps between Latino and White students. Until 2018-19, Edison's scores overall and for subpopulations outpaced state scores and had earned the school a nod as a 2016 California Distinguished School, and an indication that the school has again met the achievement criteria for the 2020 program.

However, 2018-2019 data indicate that scores dropped from 2017-2018 in both ELA and Math. Further, Edison's EL were making impressive gains (moving from 43% to 62% proficient in ELA over three years and from 40% to 60% proficient in Math. In ELA, they were within 12 percentage points of the overall student population in grades 3-4-5 (the % of EL students scoring proficient or advanced in ELA grew by 26 percentage points over three years. EL students moved from a gap of 27 percentage points in 2016 to only a 10 point gap in 2018. However, in 2018-2019 scores for ELs dropped precipitously. In the case of mathematics, scores for ELs dropped by 36 percentage points to only 24% proficient or advanced and were lower than the state average for ELs. While the drop in EL scores may be partly explained by a change in policy so that ELs are now reclassified BEFORE the CAASPP rather than after the test (removing the most able group of students from that population), that does not explain the overall declines at certain grade levels and in some classes. Unfortunately, the Edison instructional program was disrupted by an abrupt school closure and shift to distance learning in spring 2020 and the suspension of state CAASPP testing. The 2020-2021 school year reopened with the schools continuing to be shut down and SMMUSD operating in a distance learning format. Edison was able to substantially strengthen its Distance Learning program over the summer, increase academic rigor, align core learning targets across each grade level, and dramatically increase the amount of synchronous instruction from teachers. Small group targeted

instruction has been provided to students with IEPs and Reading Intervention Classes for Tier III students in general education has also continued. While fall assessments included the CAASPP Interim Assessment Blocks, which we hope to continue to use, it is not known at this time if the state will administer the CAASPP in the spring of 2021.

While some students have adjusted well to distance learning, others have had a hard time with the stress and emotional fall out. Social Emotional Learning blocks are now mandatory in each class at the beginning of each school day to try to support all students with community and connection. Our primary academic goals during distance learning are to ensure that students do not lose ground during distance learning and that they would continue at a steady rate of progress based on where they were at the beginning of the Covid-19 shut downs. Not all Edison students have had the kind of supervision and support at home that they need to support their learning. This is particularly true for children from families with low SES --- many of whom have had to continue working in essential jobs and others who have lost employment and suffered economic hardships. Some are no longer living in their own homes but are sheltering with relatives in other neighborhoods, states, or countries and attending school remotely. As soon as it was able, SMMUSD applied to open a supervision hub for EL students; but space is limited and participation in an in-person learning setting is an individual family decision. So only a fraction of our EL students are currently participating. Low-income students are the least likely to have broad-band internet access at home or to own their own computer equipment and have relied heavily on district loaned chrome books and hot-spots. Their internet access has often been unreliable. Low income and EL students are the least likely to participate in some of the informal learning "pods" and "co-ops" that other families have been able to set up to provide not only academic supervision and internet connectivity, but some social interaction with peers. Given these learning conditions for students who were already academically vulnerable, our goal has been to help these students maintain and grow their academic skills at the rate that would normally be expected over the course of the school year. While we maintain growth goals for students and have intervention and other differentiated learning opportunities in place in the classroom to try to accelerate progress, there may be too many obstacles this year to expect all groups of vulnerable students to make more than one year's growth over the course of the year -- which is what students need to make in order to close academic gaps.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math Scores -- % scoring proficient and advanced Writing Claim scores of Above and Near Standard	Overall ELA in 2018-19: 71% (Grades 3-5) proficient or advanced Overall Math in 2018-19: 60% (Grades 3-5) proficient or advanced Overall Writing Claims in 2018-19 (Grades 3-5) 94% above or near with 39% scoring above	Overall ELA in 2020-2021: 74% (Grades 3-5) proficient or advanced Overall Math in 2019-2020 - 65% (Grades 3-5) proficient of advanced Writing claims in 2019-2020: 90% will continue to score Above or Near with 43% scoring Above.
Attendance Data as compiled in the A2A data base 2019-20 compared to 2020-21	4.3% of Edison students were classified as having Chronic Attendance	The percentage of Edison students with Chronic Attendance problems will be reduced to a maximum of 2.5%

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	24.3% of Edison students were classified as having Manageable Attendance 60.4% of Edison students were classified as having Satisfactory Attendance 10.8% of Edison students were classified as having Excellent Attendance	The percentage of students in the Manageable Attendance category will be no more than 22% At least 64% of students will have Satisfactory Attendance At least 13% of students will have Excellent Attendance

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

Students in 1st and 2nd grades (and Kindergarteners in second semester) who have been identified as reading significantly below grade level based on Fountas & Pinnel and Fastbridge reading scores and teacher recommendations.

Strategy/Activity

Provide Tier III RTI Reading Intervention Program in Spanish for lagging readers in Kinder, 1st - 2nd grades and in English for 2-5th graders: A .54 FTE Reading Interventionist will provide pull-out or push in services to Tier III lagging Spanish readers in first and 2nd grades for both semesters and, assisted by Bilingual Instructional Assistants, will oversee targeted pull out reading intervention in Spanish for Kindergartners identified as Tier III in the second semester. Students still receive Tier I direct reading instruction and Tier II differentiated support from the classroom teacher. Students will be identified by Fastbridge and F&P Reading Assessment (both in Spanish). Interventionist will progress monitor students every 4-6 weeks and provide reports to classroom teachers. Interventionist will also train and monitor work of BIAs (Bilingual Instructional Assistants) providing push-in Tier II support, support classroom teachers in SSTs, provide training workshops in early literacy to parents, and coach parents of students in the Spanish reading intervention program. Instructional Coach will provide coaching support for classroom teachers to support differentiated reading instruction in the classroom.

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)
59,800.00	Title I 2020-21 Allocation 1000-1999: Certificated Personnel Salaries Salary for Spanish Reading Intervention Teacher - .54 FTE

2000.00

Title I 2020-21 Allocation
4000-4999: Books And Supplies
Incentives and Supplemental Books for
intervention services

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

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

Strategy/Activity

Provide personalized on-line learning programs that will allow students to practice and extend reading and math skills in the classroom, in after school programs, and at home. Self-paced learning programs include Kid-Biz/Achieve 3000 for leveled non-fiction reading and writing in both Spanish and English; 2-5th grades use Lexia for support with English Language Arts; K-5 use ST Math to strengthen students' spatial/temporal understanding of math and math problem solving, and Raz Kids provides all students with leveled fiction reading in Spanish and English. Other on-line programs support Spanish Phonics and early reading (Learning Patio and Scholastic) and Discovery Education provides video resources and lessons in English and some Spanish especially for science.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

3500.00

Title I 2019-20 Carryover
4000-4999: Books And Supplies
Subscription to Learning Patio and Scholastic
Newsletters - Grades K-1

4955.00

Title I 2019-20 Carryover
4000-4999: Books And Supplies
Subscription to Discovery Ed - Science
Streaming video resources

19,500.00

Title I 2020-21 Allocation
4000-4999: Books And Supplies
KidBiz/Achieve 3000 - Annual subscription to
English and Spanish leveled non-fiction reading
program for grades 2-5

6000.00

Title I 2019-20 Carryover
4000-4999: Books And Supplies
ST Math -- Annual subscription to K-5 Spatial
Temporal Math Program

7800.00

Title I 2019-20 Carryover
4000-4999: Books And Supplies

	Annual subscription for Lexia Core 5 Reading Support (grades 2-5)
7000.00	Title I 2019-20 Carryover 4000-4999: Books And Supplies Annual Subscription for Raz Kids
7000.00	Title I 2020-21 Allocation 4000-4999: Books And Supplies Pilot of Freckle Math Adaptive On-line program - \$1,500 per 100 students x 400 students

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Computer Equipment: Create a replacement fund for computer mice/track pads, printer cartridges, SmartBoard lamps, keyboards, headphones etc. to support the use of math and reading differentiation software and support students' abilities to engage in on-line research, keyboarding, and use of adaptive technology. To provide teachers with personal amplification devices to be used during outdoor learning.

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)

5500.00

Source(s)

Title I 2019-20 Carryover
4000-4999: Books And Supplies
Equipment purchases

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Provide support for the Edison School Leadership Team to work on vertical integration of writing instruction and monitoring of the School Improvement Plan

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3000.00

Source(s)

District Funded

	1000-1999: Certificated Personnel Salaries Provide compensated time for SLT to meet before school and in three meetings per year beyond school hours -
2000	Title I 2020-21 Allocation 1000-1999: Certificated Personnel Salaries Compensated time for SLT meetings that go beyond the expected donated adjunct time.

Strategy/Activity 5

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide additional tutoring and intervention support for students who need support with math or reading skills. Priority will be given to serving ELs and other Tier III students. If resources allow, some Tier II students can be included. Certificated teachers will be used if possible (extra hours) and if sufficient teachers are not available, the services may be provided by bilingual instructional assistants (extra hours).

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)

8000.00

Source(s)

Title I 2020-21 Allocation
1000-1999: Certificated Personnel Salaries
Tutoring and Additional Intervention services for ELs, and Tier III students.

Strategy/Activity 6

Students to be Served by this Strategy/Activity

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

All students will benefit.

Strategy/Activity

Purchase Teachers College Units for Distance Learning in Spanish Reading and Writing with Grade Level Videos

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)

2500

Title I 2020-21 Allocation
4000-4999: Books And Supplies
Videos and print materials for teaching Readers and Writers' Workshop in Distance Learning in Spanish for use in combination with Coaching.

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

Professional Books and Materials

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)

3500

Source(s)

Title I 2020-21 Allocation
4000-4999: Books And Supplies
Provide professional books and materials in areas related to SPSA goals

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 Summer Reflection and Planning Institute to assist grade level teams to fine tune their power standards and instructional strategies for 2020-2021 based on reflection on the successes and struggles of the 2019-2020 school year. Include support for 20 FTE teachers; each SAI teacher to meet with three grade level teams (6 meetings) as well as incorporating the interventionists in Language Arts meetings (K-1-2-3 meetings) and the Instructional Coach (one grade level meeting). Total of 29 individuals for Language Arts x 3 hrs x \$50/hr and 27 individuals for math x 3 hrs x \$50/hr = \$8400.00

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)

8400.00

Source(s)

Title I 2020-21 Allocation
1000-1999: Certificated Personnel Salaries

Provide two half days for teacher teams, SAI teachers, coaches, interventionists and special education teachers.

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Maintain library and literature collections that can support readers and classrooms in both languages.

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)

350.00

Source(s)

American Book Drive
4000-4999: Books And Supplies
Replace old or damaged materials and add additional selections to the collection

15000

Title I 2019-20 Carryover
4000-4999: Books And Supplies
New and replacement books, text replacements, workbooks and library supplies, new core lit and library offerings with a culturally responsive and social justice lens; budget allocations and titles to be coordinated with SLT

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All students

Strategy/Activity

Provide adequate classroom and office supplies to support high quality instruction, preparation of instructional materials, special projects, and regular operations of office functions. Edison allocates supplies on a budget of \$400 annually per full-time classroom teacher or other FTE employee. Non-classroom and part-time teaching staff have reduced allocations. Allocations include 20 FTE teachers, 2.0 FTE Interventionists, 3 FTE SAI Teachers and SLP; .5 FTE Psychologist, 1 FTE Counselor, 1 Instructional Coach = 27.5 FTE = 11,000; Additional \$6,000.00 in this line item support schoolwide supplies.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

17000.00

Source(s)

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

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The Spanish and English reading intervention programs supported by the 2019-2020 SPSA operated as intended until mid-March when the schools closed due to the Covid-19 shutdown. Intervention services continued to be provided via distance learning with just a few week's time to re-tool. The Reading Intervention program in Spanish served all students identified as Tier III in the general education program grades 1 and 2. A second semester reading intervention for Kindergartners served the six kindergarten students who teachers identified as not having the skills to succeed in first grade. The English reading intervention program served all Tier III students in the general education program in grades 2,3,4 and 5. Students with IEPs who had reading goals were served in their SAI classes; those without reading goals and with Tier III reading deficits were served through the intervention program. Books and materials for the library were provided. Substitutes were provided as needed to allow for clustered IEP, 504, and Student Success Team meetings so that the longer meetings that are often needed can occur during the school day. The math support activities happened as planned with the Math Teacher Leader coaching and supporting a Bilingual Instructional Assistant who provided the services to students after school.

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

While all technology licenses were renewed as planned, some licenses were paid for with different funding sources than previously planned. For example, we had sufficient Title I carryover funds were able to pay for Achieve 3000/KidBiz rather than by the PTA as originally planned. We made this change because due to the early school closure in March 2020, the PTA budget was significantly impacted by the cancellation of one of its major fundraisers. Additionally, while we had planned to do some additional PLC work in the area of math, the School Leadership Team concluded that it was not advisable because teachers were missing too many instructional days in the classroom due to being subbed out for other PLC and Assessment work and school meetings. Teachers felt that the quality and quantity of instruction was suffering. Even if the SLT had not made that decision, much of that work was scheduled to have been done in the last quarter of the year and the shift to distance learning due to Covid-19 would have derailed those plans anyway. The time that we would have devoted to some of the professional development to support the work in math needed to be used to give teachers the technology tools they needed to engage effectively in distance learning. Thus, those Title I resources remained unexpended and were able to be used as carry-over for activities in this year's SPSA.

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

Due to shifting achievement data, Edison had fewer students who qualify for Tier III services in English this year and thus has an opportunity to expand some services to Tier II students in English and some Tier III students in Spanish (Target grade is 3rd grade). While the plan had been to focus on math in the 2020-2021 school year, the Covid-19 closures and shift to distance learning caused the SLT to decide that the need to be able to provide high quality ELD in this format was more urgent for this year. Preference in enrollment for any additional tutoring or intervention programs will again be given to EL students who are reading below grade level in Spanish. SMMUSD set common expectations for a separate designated ELD time in all school schedules. Dual Language programs do not usually separate students by language for ELD/SLD; most ELD is integrated with EL students pulled into small groups for designated ELD. However, students are overwhelmingly grouped together to serve as native language models for each other. SLD is almost exclusively taught in an integrated format. For that reason, Edison is also seeking some additional professional development and support on research-based best practices for 90-10 immersion programs in the areas of designated ELD, ELD in small groups, Oracy, Vocabulary Development, Cross Linguistic Transfer and Bridging.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 2

As compared to 2018-19 CAASPP data, Edison's 2020-2021 CAASP data will demonstrate an increase in the percentage of English learners at grades 3,4,5 who score at or above grade level standards in English on the CAASPP and a decrease in the percentage who score BELOW grade level in both ELA and Math.

Identified Need

There is still a substantial gap in the scores of English Learners and the average Edison student on the CAASPP ELA and Math tests. While the gap was narrowing, in 2018-2019, scores for English learners dropped below the previous year. One reason may be that in past years, students were not reclassified until after the CAASPP tests. In 2018-2019, the students were reclassified before the CAASPP tests, meaning that the most proficient students were removed from the EL category for CAASPP testing. Those students remaining classified as EL are those who were not yet proficient enough to meet reclassification criteria, so our baseline scores for EL students will now be lower. That change makes it hard to compare last year's or this year's group of English learners with past years since ELs now are comprised only of students who could not be reclassified prior to the CAASPP exams in the spring. Given the new classification guidelines, we'll measure progress from 2018-2019 and set goals of improving the scaled scores of those students who are still English learners.

However, a deeper dive into our EL data and our instructional practices revealed that in the effort to help students become proficient in English as quickly as possible, we may not have paid sufficient attention to continuing to build sufficiently rigorous literacy skills in Spanish. The work that we did in 2018-2019 with Drs. Collier and Thomas and the Center for Applied Linguistics Dual Immersion Self-Study, caused us to look more closely at how much opportunity we are providing English Learners to develop rigor and academic language in their first language. Students who are comparably limited in their literacy skills in both languages often struggle to meet grade level standards in ELA or math. Finally, we have some teachers who are still relatively new to Edison and dual immersion this year and it's a good opportunity for all of us to tune up our skills in both Designated and Integrated ELD so that core instruction delivered through English is truly accessible and scaffolded for the success of English learners.

Additionally, while integrated ELD has always been a program strength, the district's distance learning plan requires daily designated ELD (between 20-30 minutes of instruction targeted only to ELs). This is a different way than most 90-10 dual immersion programs provide instruction. Most commonly, 90-10 programs group students together for instruction (with small groups sometimes pulled for designated ELD). Students work together so they can serve as native language role models for each other. The addition of separate daily designated ELD has also increased the proportion of English in our TK, K and 1st grades, pushing us closer to an 80-20 model for ELs. This new expectation presents both a challenge and an opportunity. There is no adopted designated ELD program appropriate for our dual immersion program – especially since Edison teachers use a combination of Readers Workshop and Benchmark for English reading instruction. Our teachers

need to use best immersion and ELD practices to create ELD instruction that closely related to core instruction. And we need to do this in a manner that is both horizontally and vertically articulated. This is a good moment to make sure that our knowledge of best practices is current and deep and that we have some supported time to work together to develop tools and fundamentals for lesson development.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
CAASPP ELA and Math Scores CAASPP Writing Claim Scores	In 2018-19, 42% of ELs scored proficient or advanced in ELA In 2018-19, 24% of ELs scored proficient or advanced in Math In 2018-19, 83% of ELs scored above or near grade level on their writing claims.	In 2019-2020, at least 47% of ELs in 3-4-5th grades will score proficient or advanced in ELA In 2019-2020, at least 30% of ELs in 3-4-5 grades will scores proficient or advanced in Math In 2019-2020, at least 85% of ELs in grades 3-4-5 will score above or near grade level in their writing claims.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All students in Grade 2

Strategy/Activity

The Edison Interventionist will model and deliver instruction in the use of the SIPPS program (English phonics) in all three second grade classrooms. Using a training of trainers model, the Interventionist will deliver instruction for all students in fall semester with the classroom teachers observing and assisting and moving to deliver the instruction with coaching. In the second semester, the interventionist will pull only those groups of students who have been determined to still need SIPPS and deliver instruction in a small group setting. Teachers next year will take the lead role in implementing SIPPS.

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)

400

Source(s)

Title I 2019-20 Carryover
4000-4999: Books And Supplies
Dry Erase Markers needed for DL instruction of SIPPS

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

Parents of all students -- especially those with English learner children.

Strategy/Activity

Parent workshops to help parents support emerging readers, and support math instruction -- targeting parents of English learners. Edison's reading intervention teachers will offer workshops and coaching to parent of emerging readers on strategies to read at home with children and support them in developing literacy skills. Other workshops in math practices will also be offered in areas where parents consistently report confusion, including the importance of students learning multiple ways of solving problems, using counting collections at home to support numeracy, and using less familiar strategies for solving mathematical problems.

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)

2500.00

Source(s)

Title I 2020-21 Allocation
1000-1999: Certificated Personnel Salaries
Compensation for teachers for up to 15 hours to provide parent workshops on supporting young readers and supporting EL vocabulary development

Strategy/Activity 3

Students to be Served by this Strategy/Activity

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

All students and their families

Strategy/Activity

Edison will support the active involvement of parents of English learners by making sure that the parent handbook and all parent communications are provided in both Spanish and English.

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 2020-21 Allocation
2000-2999: Classified Personnel Salaries
Translation Costs (Summer)

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students -- Especially EL's

Strategy/Activity

Professional Development on Best ELD Immersion Practices for English learners and materials for Spanish literacy interventions and differentiation.

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)

5000.00

District Funded
5800: Professional/Consulting Services And Operating Expenditures
PD in ELD including ELD (oracy, vocabulary development, connections with core curriculum, designated ELD in small groups and Cross-linguistic transfer and bridging. Based on available dates in PD calendar and teacher interest in after-hours training, SLT will develop scope and sequence of contract with content specialists

5000.00

District Funded
5800: Professional/Consulting Services And Operating Expenditures
Demonstration and Coaching in the area of ELD in 90-10 immersion programs, based on needs assessment and available dates in PD calendar, SLT will develop scope and sequence of contract with content specialists.

5000.00

District Funded
1000-1999: Certificated Personnel Salaries
Up to three after-hours 1.5 hour workshops for 25 teachers to participate in professional development after hours or time to work with grade level colleagues to plan lessons as follow up to PD

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

Purchase additional reading assessment kits in English and Spanish for 3rd grade. Because it is critical for 3rd grade teachers to have accurate information about students' reading levels in English and Spanish, we are purchasing an additional set of assessment materials for this grade level -- in English, a Fountas and Pinnell Reading Assessment Kit and in Spanish an additional WRAP kit.

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)

900.00

Source(s)

Title I 2019-20 Carryover
4000-4999: Books And Supplies
Fountas & Pinnell English assesment kit @ \$500 and WRAP assessment kit @ 250.00 plus tax, shipping and handling.

Annual Review

SPSA Year Reviewed: 2019-20

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

ANALYSIS

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

The decision to adopt SIPPS as a whole class strategy in second grade has yielded great results. By the end of the first semester, most students had tested out of the program (demonstrating mastery of the phonics curriculum). Additional Targeted Support was provided in the second semester and by the end of the year all the second graders had tested out of the program. That allows them to begin third grade on a much stronger footing with basic decoding and spelling skills in place and ready to work on fluency and comprehension. The training of trainers model also yielded good results but since we have a highly trained interventionist and she has room in her schedule to provide this support, we decided to use the same model again this year with the classroom teachers assisting during the lessons. Overall, the number of students qualifying for reading intervention in English (Tier III) declined to the point where we no longer needed 1.5 FTE teachers to provide that instruction and we eliminated the .5 FTE position. Similarly the success of the early intervention programs has reduced the number of students in danger of becoming LTELs with fewer students needing E3D classes.

The on-line learning platforms Kid Biz and Lexia Core 5 were widely used, but have tended to be used more independently rather than for teacher led instruction. Additionally, Lexia Core 5 is a part of basic instruction (2nd semester in 2nd grade and all year in 3rd) for some grades, but could be used more effectively for targeted instruction for EIs in the upper grades. Professional development for teachers in using Lexia Core 5 was provided at the end of last year.

All of the planned workshops for parents of emergent readers were held and the Spanish Reading Intervention Teacher offered follow up coaching and observation opportunities. Still not all parents took advantage of this opportunity. We'll continue to do these workshops but this year with distance learning more workshops can be offered in the evening. We were not able to provide parent workshops about how to support children with Mathematics last year. Evening workshops that we had planned to conduct for parents in reading and math did not occur because of a shortage of teachers who were available in the evenings. All parent materials and the parent handbook were translated and disseminated.

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

Our plans to bring in research experts in the field of dual immersion education in 2018-2019 were carried out by contracting with Drs. Virginia Collier and Wayne Thomas to spend a day at the school, providing a research symposium for parents, teachers and school staff, meeting with the school's EL PLC and visiting classrooms and providing feedback on instruction. We were able to stretch these resources because SMMUSD's Education Services Department provided some LCAP funds to support the inclusion of Dual Immersion Teachers at other schools. We had also thought that we would send staff to a local bilingual education conference, but we found that we got more out of sending a small cadre of teachers to the prior year's Dual Immersion Institute in Monterrey and then charging that group to lead self-study sessions at several professional development workshops for all staff. The money that we had planned for this was reallocated to professional books and instructional materials, and to Responsive Classroom Advanced Course training that Edison hosted in the summer of 2020. The Interactive Modeling and Language for Learning modules were of particular interest as were the strategies for Morning Meeting and using this tool for both Social Emotional Learning and promoting oracy in the classroom which we felt would be particularly important for ELs during distance learning.

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.

Based on a decline in scores for English learners indicated in the 2018-2019 CAASPP data, we have decided to change the focus of our School Improvement Plan (SIP) from writing to ELD. This will allow a greater focus on the language development skills of Edison's English learners. This plan also provides resources to some additional professional development and learning walks on instructional strategies to best serve English Learners. We are starting with grade level PLCs looking at ELA and ELD standards, reviewing the differences between designated and integrated ELD, learning about best practices for ELD in dual immersion programs and developing a collection of effective designated ELD lessons.

Goals, Strategies, & Proposed Expenditures

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

LEA/LCAP Goal

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

Goal 3

1. Edison will operate an effective social emotional education program informed by the social justice standards to promote students' socio-cultural competence. Measures of an engaged community include: a) attendance of at least 95%, low suspension rate for all student due to alternative discipline tools, referrals to counseling, connection of student with trusted adults as measured by the annual Olweus Survey (Goal is a 5% increase in the percentage of students who say they have a trusted adult at school). and an annual parent survey that indicates that at least 90% of parents regard Edison as a safe school, with a clear discipline system and clear avenues to approach staff with concerns.
2. Evidence of the implementation of Responsive Classroom can be seen in 90% of classrooms.

Identified Need

Edison's attendance rates are generally high. Absences are reconciled with calls home. Attendance is reviewed monthly and the Senior Office Specialist and/or the Principal confer with parents whose children have excessive absences.

Our goal is to unpack the problem and explore what problems are leading to high absences and then to work with the family to solve the problem and increase student attendance. When those calls reveal health problems, the nurse's office is involved to consult with families and help refer for medical services as necessary or to make a health care plan for school to reduce absences due to chronic illnesses like asthma. If absences are due to child care needs, the Community Liaison directs the family to resources that may help with needing extended care hours. Cases that are chronic or non-responsive to telephone conferences and reminders are referred to the Edison School Success Team (SST) and we invite parents, the teacher, the school counselor, and/or a member of the school's special education team to explore the reasons behind the absences more fully. At times the outcome is referral to counseling services for the child, parenting classes for families, child care resources, a recommended consult with the child's health care provider to further explore health concerns or issues related to emotional health and behavior. When a child's behavior is impeding regular and on-time attendance, we consult with the district behaviorist to develop a positive behavior support plan, develop engagement strategies to be tried by the teacher in class, explore and in some cases referral to the Special Education Team for assessment of learning disabilities or other health impairments.

Edison had identified a need for a schoolwide approach to Social Emotional Learning in the classroom. We spent two years engaging in Professional Development on Mindfulness, implemented the Mind Up Curriculum across classrooms and purchased a variety of resources for teachers to implement daily mindfulness minutes. We in 2019 we also began the process of training all our teachers with Responsive Classroom, with an intensive institute in the summer of 2019, follow up one-day training for all staff, a monitoring/implementation visit from our Responsive Classroom consultant, and finally an intensive summer Advanced Responsive Classroom institute in summer 2020. Nearly all staff have been trained with intensive institutes and the one day follow up. With the school closure in March 2019, it became apparent that students were struggling with

disengagement, isolation and anxiety. Consequently, districtwide we have a mandatory 30 minutes per day at the beginning of each day for Social Emotional Learning. At Edison, we have asked teachers to use Mindfulness Practices, Responsive Classroom Morning Meetings, and Olweus lessons as the curriculum for these meetings. During 2020-2021, we intend to use the Responsive Classroom monitoring tool to follow up on the degree of implementation of Responsive Classroom and plan to use both Mindfulness and Olweus roleplays in approved activities when we are authorized to return to campus.

This regular time to shape social emotional growth is important since one of the three critical goals in an immersion program is to develop engaged and healthy individuals, equipped with the skills to succeed in the school environment, with healthy self-esteem and respect for others. Edison does this in a variety of ways: building the skill set that leads to persistence, organization and the ability to set goals, a strong classroom based program that teaches empathy, anti-bullying and problem solving strategies, exposure to the arts, opportunities to use Spanish in real life situations (like problem solving with peers, expression in music and theater arts), and collaborative physical education activities where all participate with respect for each other. Our goal this year is for teachers to hold daily 30-minute class meetings using Responsive Classroom and Mindfulness tools to help build supportive classroom communities and learn strategies to manage stress.

Edison data on the California Healthy Kids Survey and the Olweus Anti Bullying Surveys indicate that the overwhelming majority of students perceive school to be a safe place, with social emotional learning supports, caring adults who hold high expectations for them, an anti-bullying climate and a place where rules are clear and students are treated respectfully. Compared to state averages, Edison students report more positive perceptions than do students statewide (the only exception being that 85% of Edison students reported high expectations from adults at school as compared to 86% statewide). As measured by the California Healthy Kids Survey, we also have some areas for growth. For example, while the number of children reporting having been hit or pushed (31%), been the subject of mean rumors (43%) or being called mean names (45%) were at or below the state average, they are still unacceptably high for a campus that consciously teaches kindness, respect for differences, justice and problem solving skills. We would like to see reductions in each of those areas. Finally, while the percentage of students reporting that they felt they had opportunities for meaningful participation (42%) and the percentage who felt that students were treated fairly (55%) were similar to state averages, they are also not the results we would like to see. So, we will engage in some unpacking of those perceptions to try to better understand why students are feeling that way, in what programs this is occurring, and explore with students what we can do to create more meaningful student participation in their learning.

The Edison Site Council has long conducted an annual parent survey asking parents questions about the degree to which they feel that their children are safe at school, feel comfortable going to teachers and/or administration concerns, understand how to get information, know what their children are responsible for learning, etc. However, in Spring 2020, Site Council decided to change the survey questions substantially to respond to the immediate needs surrounding the Covid closures. The survey gave us information about parent needs and concerns regarding distance learning and we used the findings as we re-designed our distance learning approaches for fall 2020. However, it did disrupt the annual collection of data on traditional measures of parent engagement and satisfaction. That is why the Parent Survey is not referenced as a data metric below. We hope that the survey will be able to include some of these more traditional measures in spring of 2021, but the questions asked will be affected by the length of the distance learning experience.

Finally, while rates of reported bullying have declined over time since we started measuring this in 2011, there was an uptick among both boys and girls from 2018-2019. Fairly consistently, rates of

reported bullying are highest in 3rd and 4th grade and drop off in 5th grade. The percentage of students who report bullying others has declined over time and rates are low, especially for girls. In this area, grade level patterns are the reverse -- lower in 3rd and 4th and higher in 5th grade -- although the numbers are so small that it's hard to determine reliability. The types of bullying most commonly reported over time are verbal bullying and exclusion. Racial bullying was reported for the first time since 2016 in our 2019 data. While the rates of children who tell someone about bullying have risen over time in response to consistent messaging about telling someone, students are still relying primarily on telling peers or siblings rather than adults. They are more likely to confide in their parents than in adults at school -- with only about one-third of respondents saying they've gone to a teacher or another adult at school. While rates of empathy for bullied children are high and have remained so (over 90%) the percentage of children who have actually become "up-standers" rather than bystanders (a consistent message at school) has only increased modestly over time for boys and actually slightly declined for girls. Bullying behaviors are most commonly reported on the playgrounds and lunch room where there are more unstructured settings, but the fact that 10-11% of children report bullying in the classroom when the teacher is present is something we want to explore more deeply. Our first thought is that it may be happening in small group settings where children are working together and the teacher may be assisting other students, so using Responsive Classroom we will increase our focus on using interactive modeling to teach acceptable kinds of interaction and problem solving skills. With a better understanding of how the students are experiencing bullying behaviors and consistent SEL work in each classroom, we are aiming for continued decreases in reported incidents of bullying and interpersonal conflict, greater willingness to assist each other and increased reporting of bullying to teachers and school staff.

Additionally, while the percent reporting racial bullying was under 20%, there was an uptick in 2019 and in a school that actively works to promote respect for all the rate is unacceptably high. In addition to talking to children to better understand what they are experiencing in these areas, keeping a consistent spotlight on social justice in the lens we use for classroom discussions, literature analysis, and social emotional learning will be essential. Expanding our collection of social justice themed literature is part of this year's plan. Edison has a small African American and AfroLatino population and our aim is to increase student understanding of the African Diaspora in Latin America and the way that it has affected the history, traditions, culture. One of the goals of this year's virtual Recorrido por America Latina is to highlight the diversity of the Latin American population and spotlight the descendents of African and Indigenous backgrounds.

The plan also includes a Family Singing Circle to build community and connection among Edison families.

Annual Measurable Outcomes

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Olweus Survey California Healthy Kids Survey Edison Parent Engagement Survey Number of Teachers Trained in Responsive Classroom, Beginners and Advanced Class	25% of boys indicated that they told no one about a bullying incident. Only 52% of 5th Graders reported feeling that they had meaningful participation in school decisions (compared to a state average of just over 50% statewide)	Reduce by at least half the percentage of boys who do not report bullying to anyone. At least 65% of 5th Graders will report feeling that they have had meaningful participation in school decisions. At least 75% of teachers including special education teachers and PAS staff will

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
	Responsive Classroom -- All but two teachers have had some training in Responsive Classroom and all teachers who had not previously been trained except 2nd grade teachers participated during summer 2020.	have completed training in Responsive Classroom and the balance will have received in house training in RC. Classroom observations will indicate evidence of RC in at least 50% of classrooms.

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

Strategy/Activity 1

Students to be Served by this Strategy/Activity

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

All 3rd-5th Grade Students

Strategy/Activity

To assist upper grade students in developing planning and organizational skills, the site plan includes funding to purchase agendas/planners for all 3rd-4th-5th grade students. Teachers will help students use agenda to set goals, organize materials, plan assignments, and communicate with families.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

3500.00

Source(s)

Title I 2020-21 Allocation
4000-4999: Books And Supplies
Purchase agendas for 3rd, 4th, 5th graders

Strategy/Activity 2

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

To provide all Edison students with choral music in Spanish to further develop their skills in Spanish and gain a broader appreciation of music in various Latin American cultures, the Site Plan includes funds for a TK- K-1 Music Program to be delivered synchronously in the morning, and asynchronous music lessons for 2-5th grade students via el Recorrido por America Latina project.

The SPSA also includes a family Singing Circle so that parents can participate in this community building and cultural awareness 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)
14,900.00	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Contract for choral music services for TK-5th graders with Jacqueline Fuentes
2700.00	Parent-Teacher Association (PTA) 5800: Professional/Consulting Services And Operating Expenditures Contract with Jacqueline Fuentes for the Family Singing Circle

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 refurbishing and replacing emergency supplies and by supplementing coverage in the Health Office by hiring an afternoon Health Office Specialist. Note: District funds will pick up this position beginning November 16 as a part of increasing health resources on campus during the Covid pandemic. Additional safety supplies will also be purchased to supplement district provide supplies in classrooms so that minor injuries can be done in classrooms and decrease the number of well students who come to the health office, plus additional emergency supplies for the classroom and emergency bin.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
3449.77	Title I 2020-21 Allocation 2000-2999: Classified Personnel Salaries Salary for HOS Nancy Flores from beginning of school year through 11/13. When EL Supervision Hub opens 11/16, district will be covering the salary.
3100	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Safety Supplies

Strategy/Activity 4

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

5th Grade Arts and Theater Projects -- Since distance learning has not allowed for the regular in-person weekly theater classes that have previously supported a culminating 5th grade bilingual play or a 5th Grade self-portrait painting project, the SPSA provides 15 weeks of time from our PS Arts Teaching Artist to provide one or both of the following projects: are provided through the SPSA to provide either. theater programming or Visual Arts programming in April and May. Project choice to be determined by the amount of time available under the distance learning or hybrid format. The biggest constraint is the amount of student time available in some of the models. The delivery mode for this project and the intended audience may change if on-campus instruction begins in the 2nd semester. Site Council will review this strategy in January 2021.

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)

Stretch Grant (Ed Foundation)
5800: Professional/Consulting Services And Operating Expenditures
Contract for Teaching Artists Time -- approximately 6 hours student contact time per week for 15 weeks + production costs for video of play

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

Edison has combined its Spanish music program, PS Arts program, PE program with some additional exposure to literature, history, language and culture to create a virtual Recorrido a America Latina (Journey through Latin America) project that will run from November through April. This school wide project also provides opportunities for Project-based learning to offer students some additional choice and direction in developing academic and social emotional skills. While staff costs are covered elsewhere, costs for the travel journals, literature specific to the region, art materials, supplies and incentives are included here.

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)

School Plan for Student Achievement (SPSA)

Source(s)

Page 57 of 79 Edison Elementary School (also known as Edison Language Academy)

1000.00	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Children's literature specific to the regions of study up to 20 books
2500.00	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Art supplies for the 10 Recorrido visual arts projects
2500.00	Stretch Grant (Ed Foundation) 4000-4999: Books And Supplies Supplies and copy costs for travel journals

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

Providing virtual field trips to enrich classroom instruction and provide additional Spanish exposure

Proposed Expenditures for this Strategy/Activity

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

Amount(s)	Source(s)
4000	Stretch Grant (Ed Foundation) 5800: Professional/Consulting Services And Operating Expenditures Approximately \$200 per class x 20 teachers

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

To provide supervision for students before and after school in pick up and drop off zones and provide supervision during recess and lunch periods. To train these individuals in problem solving and discipline methods used at school. These individuals are assisting with materials distribution and book exchanges during the school closure and will be assisting with morning health screening once school reopens.

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)

9031.50

Parent-Teacher Association (PTA)
7000-7439: Other Outgo
Salaries of hourly rate employees before and after school \$15/hr x 38 weeks

15,525.00

District Funded
2000-2999: Classified Personnel Salaries
Salaries for playground and lunch supervision - General Fund

Strategy/Activity 8

Students to be Served by this Strategy/Activity

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

5th Grade Students

Strategy/Activity

To support the ideas behind an effort based learning model, 5th grade students use the Brainology Program that provides them with information about how the human brain learns.

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)

1500.00

Title I 2020-21 Allocation
4000-4999: Books And Supplies
Materials

Strategy/Activity 9

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

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

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

Source(s)

1600

Stretch Grant (Ed Foundation)
4000-4999: Books And Supplies
PE and Recess Supplies 1st-5th

Strategy/Activity 10

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Edible Garden Supplies and Curriculum Development. Funds this year will provide for support for classes in the edible garden when it is safe to reopen

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)

2500.00

Source(s)

Stretch Grant (Ed Foundation)
4000-4999: Books And Supplies
Garden supplies

Strategy/Activity 11

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

This is a schoolwide project to create a time capsule for this unusual year of Distance Learning and Covid school closures. The capsule may contain student writing, artwork, recordings, or other artifacts that represent this year in time and how we have coped with it as learning community. While some physical representations may be collected and housed in the library, the time capsule may also be created as a virtual capsule given that this has been a year of distance learning. A subcommittee of teachers and parents will be created to give form to this project, set timelines, and collect student work.

Proposed Expenditures for this Strategy/Activity

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

Amount(s)

2000

Source(s)

Stretch Grant (Ed Foundation)
4000-4999: Books And Supplies
Materials to be used for the Time Capsule project.

Strategy/Activity 12

Students to be Served by this Strategy/Activity

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

All Students

Strategy/Activity

Support for Student Spirit days and PBIS materials to support clear expectations and shared rules. Use a mascot-based behavior expectations strategy to state the student and school developed behavior expectations. We'll use the inclusive the Responsive Classroom protocol for coming up with school rules and use PBIS Mascot Junction to produce Eagle posters and banners that state those expectations. This work will be guided by the Social Emotional Learning Team and will focus on positive reinforcement for on-task, respectful, helpful student behaviors -- in the classroom and in the lunchroom and on the yard.

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)

2500.00

Source(s)

Stretch Grant (Ed Foundation)
4000-4999: Books And Supplies
When goal is reached, provide support for positive school wide activities or tokens to reinforce caring, respectful behavior and provide incentives and rewards for before and after school classes.

Annual Review

SPSA Year Reviewed: 2019-20

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 -- In 2018-2019 Edison made good progress toward the social emotional goals in the SPSA. Teachers continued to implement the Mind Up materials and make regular time for mindfulness instruction and practice. The principal and most members of the Social Emotional Learning Team also completed the first two levels of on-line training for educators in the Mindful Schools program and are now able to share the Mindful Schools curriculum with teachers in training and coaching settings. In conjunction with Family Services of Santa Monica, we also held a mindfulness workshop for parents to help them understand what skills we were teaching in the classrooms and how mindfulness practices could be helpful at home. The Social Emotional Learning Team of teachers met monthly to plan and deliver professional development workshops for teachers on implementation of the Mind Up materials and ideas from the Mindful Schools on-line courses. Several classrooms continued to work with The Leader In Me and Mindset for Learning and integrated many of those tools into their instruction. We were also able to take a big

step forward by training the majority of staff in Responsive Classroom via a summer institute in August 2019. Two of the three Kindergarten teachers, all of the first grade team, all of the 4th grade team and two of three fifth grade teachers attended. Most teachers who participated in the training have transformed their classrooms, using morning meetings regularly, changing their language around discipline, engaging in much more interactive modeling, and dedicating time to build the classroom community.

We also continued to use the Olweus Anti Bullying Program materials to guide our work in preventing and resolving issues around bullying and to use Cool Tools to work on children's problem solving skills.

The Social Emotional Learning Team created Sensory/Emotional Boxes for each teacher for the beginning of 2019-2020 school year -- creating glitter calming jars (staff made these together in August), purchasing additional mindfulness activities materials, and filling each box with various handouts and materials that can be used to help students re-establish self-regulation. We plan to add to these boxes this year with additional self-regulation and sensory integration tools Training at the beginning of the school year focused on helping students build self-regulation skills and how to use these kits and on community-building. Overall, staff built quite a bit of capacity in implementing social emotional learning programs, but we are still in need of additional training, coaching and monitoring.

Having the extra safety staff in the form of before and after school valets in the drop off zones and an afternoon HOS also allowed us to provide the quality of care and safety to students that they need in these areas. We spent quite a bit of time this year talking with our community about campus safety and consulting with our School Resource Officers on how to improve safety during pick up and drop off. We conducted morning and evening Town Hall meetings, devoted a PTA Association Meeting to this topic, and conducted a parent survey on safety perceptions and needs. Based on parent feedback and recommendations of our School Resource Officers, we made some policy shifts designed to provide more safety during pick up and drop off while still maintaining some family access to campus during these times. We developed two separate zones on the campus using the internal fencing and gates --- a parent/family waiting zone and a teaching and learning zone that can only be entered by cleared parents for specific purposes during the school day. Mid- 2018-19, we began to restrict access through the Kansas Avenue gate, changing it to an exit only gate in the afternoon. We created a parent/family waiting area in the large patio in front of the cafeteria and restricted parent access to the teaching and learning zones beyond the internal gates surrounding the waiting area. We moved most parent meetings to the library at the front of the school -- which is within the parent/family zone and made much more use of the code-operated pedestrian gate at the front of the school. We also let parents know that more changes were coming at the beginning of the 2019-2020 school year and revised the safety section of the Parent Manual.

Our Edison Parent Survey indicated high rates of satisfaction with the Edison program (with most questions being answered with a 4 or 5 on a Likert Scale). Over 90% of responses to questions about safety, clear discipline systems and knowing who to approach with concerns were 4s and 5s on a five point Likert Scale. While still positive, lower percentages of 4s and 5s were found on questions regarding feeling able to express concerns to administration, feeling that Edison teaches children how to resolve conflicts, knowing what their child is supposed to learn, and understanding how to help them with homework. The California Healthy Kids Survey (with a summary of findings attached to the end of this report) indicated that 96% of 5th graders reported that they felt a part of the school and that adults at school cared about them, 96% reported that rules were clear at school, 97% reported using positive behaviors, 91% reported feeling safe at school, and 90% felt that

adults at school had high expectations for them. On all questions, Edison students rated their school, themselves and their family involvement above the state average 2016-2018.

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

The summer Responsive Classroom Introductory Class (August 2019) was not initially planned in the Edison 2018-2019 SPSA but because some other expenditures did not happen as planned (e.g. afterschool math tutoring) or were able to be accomplished for less (e.g. securing some district support for the PD contract with dual immersion researchers), or fewer days of substitutes were needed than projected, Site Council approved reallocating funds to jump start our staff development with Responsive Classroom. The 4th and 5th grade trips to universities also did not happen this year as there were no parent volunteers from those universities who were able to help organize them. Individuals have been identified for 2019-2020 and the trips are in the planning stages. We were fortunate to obtain the services of two district garden educators through Food and Nutrition Services, and so were not obligated to use the funds we set aside for staffing in the garden. PTA provided some funds for garden salad parties through their budget to support the school garden. This year one of the garden educators retired which has limited the number of weeks that each class gets in the garden and has spurred us to commit funds to develop a Spanish curriculum for garden education as it is unknown whether or not we will be able to count on a district garden educator for the coming year.

Regarding attendance, we set a goal of a 98% attendance rate and ended up with an attendance rate of 94%. While this is still an excellent attendance rate, it did represent a dip. An analysis indicated that attendance problems were localized to a few children with truanancies in Kindergarten and a surprising increase in English Learners with problematic attendance.. We have been more assertively conferencing with families who are experiencing attendance difficulties this year, sharing more written information about the effects of absences, and speaking more frequently about attendance in PTA and ELAC meetings.

The school closure in March due to the Covid-19 virus, meant that many of the activities planned for the last quarter of the year did not happen. Because there were different state attendance requirements so we didn't have official attendance data past March. We were able to complete the California Healthy Kids Survey prior to closure but results were delayed until late summer. As previously discussed, the Site Council modified the annual parent survey to focus almost entirely on short-term information needs related to distance learning and school closures, so tracking year to year progress on this measure was also not possible at the end of the 2019-2020 school year. On the other hand, However, we were very fortunate to have been able to arrange to host the Responsive Classroom Advanced Institute in August of 2020 so that teachers were well prepared to offer daily Social Emotional Education during distance learning in the fall.

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

Next Steps with Responsive Classroom --Due to the Covid closures, the scheduled follow up visit from our Responsive Classroom trainer was not able to happen this fall. However, in lieu of that visit, the organization offered registration as a leadership seminar and training and free use of their Kalidiascope monitoring tool for the 2020-2021 school year. Edison's Academic Coach will

participate in both and will take over the implementation monitoring and technical assistance to teachers.

Because school has needed to be conducted via distance learning in fall 2020, many of the schoolwide projects and activities that build student engagement cannot occur in the same way. For example, jogathon, fall festival, the Day of the Dead Altars. Teachers and students still worked in the fall to create virtual ofrendas for Day of the Dead and PTA helped create a virtual activity for parents and students. We created the virtual Recorrido por America Latina journey as a shared experience for all students. One of the challenges designed as part of the Recorrido is for all students to log their weekly minutes of aerobic exercise and together participate in a virtual trek through each region. Students are starting with a 1,600 mile challenge from Los Angeles to Michoacan, Mexico.

Parent meetings, workshops, and Coffee with the Principal meetings have been moved to evening zoom meetings to accommodate parent schedules during distance learning since many parents are assisting or supervising their children's instruction in the mornings. Additional parents were also recruited for the School Safety Team to make sure that the parent community is fully informed about the health and safety protocols that will govern school re-opening and to involved parents in discussions about models for reopening.

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	\$279,911.27

Other Federal, State, and Local Funds

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

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

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

State or Local Programs	Allocation (\$)
American Book Drive	\$350.00
District Funded	\$33,525.00
Parent-Teacher Association (PTA)	\$11,731.50
Site Formula Funds	\$17,000.00
Stretch Grant (Ed Foundation)	\$41,600.00
Title I 2019-20 Carryover	\$51,055.00
Title I 2020-21 Allocation	\$124,649.77

Subtotal of state or local funds included for this school: \$279,911.27

Total of federal, state, and/or local funds for this school: \$279,911.27

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
Elizabeth Ipina, Chairperson	Other School Staff
Gina Engler, Vice Chair	Parent or Community Member
Constanza Murcia	Classroom Teacher
Aida Diaz	Classroom Teacher
Geralyn Goodman	Other School Staff
Liz Kok, Secretary	Parent or Community Member
Jose Cervantes	Parent or Community Member
Felipe Martinez	Parent or Community Member
Ayesha Mayagoitia	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, Liz Garcia , 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 November 4, 2020.

Attested:



Principal, Lori S Orum on November 4, 2020



SSC Chairperson, Elizabeth Ipina on November 4, 2020

Instructions

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

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

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

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

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

Instructions: Linked Table of Contents

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

[Stakeholder Involvement](#)

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

[Planned Strategies/Activities](#)

[Annual Review and Update](#)

[Budget Summary](#)

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

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

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

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

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

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

Purpose and Description

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

Purpose

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

Description

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

Stakeholder Involvement

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

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

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

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

Resource Inequities

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

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

Goals, Strategies, Expenditures, & Annual Review

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

Goal

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

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

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

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

Identified Need

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

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

Annual Measurable Outcomes

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

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

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

Strategies/Activities

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

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

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

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

Students to be Served by this Strategy/Activity

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

[This section meets the requirements for CSI.]

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

Proposed Expenditures for this Strategy/Activity

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

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

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

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

Annual Review

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

Analysis

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

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

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

Budget Summary

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

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

Budget Summary

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

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

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

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

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

Appendix A: Plan Requirements

Schoolwide Program Requirements

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

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

Requirements for Development of the Plan

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

Requirements for the Plan

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

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

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

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

Appendix B:

Plan Requirements for School to Meet Federal School Improvement Planning Requirements

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

Comprehensive Support and Improvement

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

The CSI plan shall:

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

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

Targeted Support and Improvement

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

The TSI plan shall:

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

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

Additional Targeted Support and Improvement

A school identified for ATSI shall:

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

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

Single School Districts and Charter Schools Identified for School Improvement

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

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

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

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

Appendix C: Select State and Federal Programs

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

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

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

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

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