

SCHOOL SITE COUNCIL UPDATES

October 26, 2022



TEMAS / TOPICS

- *Plan de seguridad (CAASPP) – 15 minutos*
- *Actualizaciones de evaluación: Progreso hacia las metas - 20 minutos*
- *Informe sobre los datos y las implicaciones de la encuesta California Healthy Kids: 15 minutos*
- *Actualización sobre el Plan de Mejoramiento Escolar - 15 minutos*
- *Progreso de la implementación - 15 minutos*
- *Pacto de padres y política de participación de los padres - 15 minutos*

- *Update on 2022-2023 SafetyPlan - 15 mins*
- *Assessment Updates: Progress Toward Goals – 20 minutes*
- *Report on California Healthy Kids Survey Data and Implications – 15 minutes*
- *Update on School Improvement Plan - 20 minutes*
- *Implementation Progress - 15 minutes*
- *Parent Compact and Parent Engagement Policy - 15 minutes*



PLAN DE SEGURIDAD / SAFETY PLAN



- Briefings held and input collected from ELAC and Staff
- Safety Updates in El Semanario
- Solicitation of parent volunteers for drop off
- All emergency backpacks filled and distributed
- Great Shakeout! Roles updated, staff trained and drill successfully held 10/20
- Walk Through Conducted with SMPD.
- **Pending:** Still requesting walk through from SMFD; Public Hearing on Plan and Vote on Final Plan at next Site Council meeting



ASSESSMENT UPDATES

RENAISSANCE **Star** Assessments



California Assessment of
Student Performance and Progress



- Pruebas STAR ya administradas
- Evaluaciones F&P y WRAP administradas: algunos maestros todavía están terminando.
- Comparación con datos CAASPP
- Implicaciones para Metas, Instrucción

- Star Tests administered
- F&P and WRAP Assessments Administered – Some teachers are still finishing.
- Comparison with CAASPP Data
- Implications for Goals, Instruction, Programs



PRUEBAS STAR TOMADAS POR NIVEL DE GRADO

STAR TESTS TAKEN BY GRADE LEVEL

Test	TK-K-1	2	3-4-5	
Alfabetización temprana español Early Literacy Spanish	x			
Alfabetización temprana – inglés Early Literacy English		x		
Lectura en español / Reading in Spanish		x	x	
Lectura en inglés /Reading in English			x	
Matemáticas en español / Math in Spanish		x	x	
Matemáticas en inglés / Math in English			X	

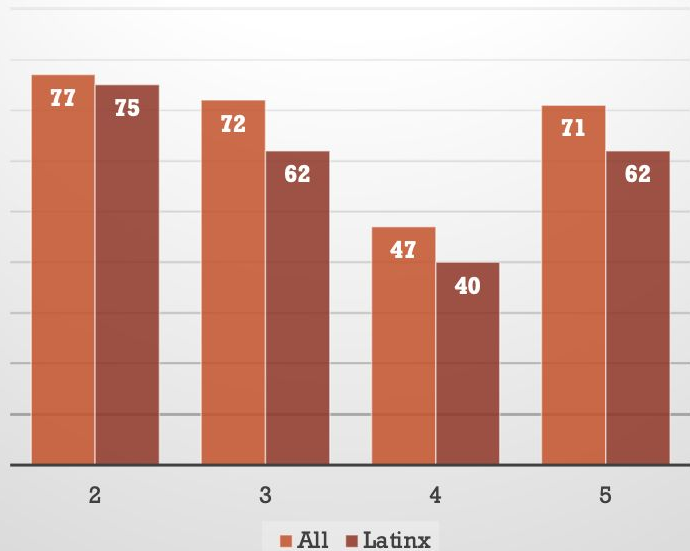




STAR AND CAASPP SCORES BY SUBJECT AND SPSA OBJECTIVES

LECTURA EN ESPAÑOL / READING IN SPANISH

**% Proficient Spanish Reading
by Grade Level and Group**

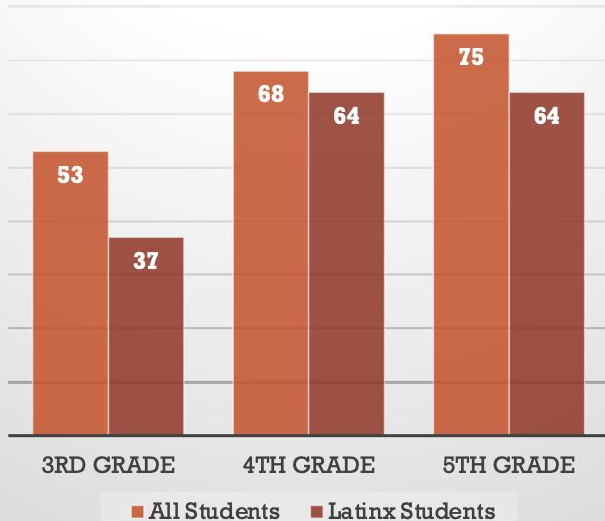


- No tenemos objetivos SPSA en lectura en español este año ya que no teníamos puntajes de referencia cuando desarrollamos el SPSA.
- Tomaremos el CAASPP en Artes del Lenguaje Español este año
- Los datos de STAR nos dicen que:
 - En los grados 3-5 es importante ayudar a los estudiantes a continuar desarrollando las habilidades de nivel de grado en español.
 - Sin apoyo extra, mas de la mitad de los alumnos en 4to y casi un tercio de alumnos Latinx en 5to tendrán dificultad en aprender materias enseñadas por medio de español
- We do not have SPSA Goals in Spanish Reading this year as we did not have benchmark scores when we developed the SPSA.
- We will take the CAASPP in Spanish Language Arts this year
- The STAR data tell us that:
 - In grades 3-5 it's important to help students continue to develop grade level skills in Spanish.
 - Without extra support more than half of the students in 4th grade and nearly one-third of Latinx students in 5th grade will have difficulty learning subjects taught through Spanish



LECTURA EN INGLÉS / ENGLISH READING

% proficient in English reading,
by grade level and group



Metas en el SPSA por el final del año:

- Al menos el 85 % de los alumnos de 3.er grado de Edison, el 85 % de los alumnos de 4.º grado y el 80 % de los alumnos de 5.º grado podrán demostrar dominio avanzado o dominio en lengua y literatura en inglés, según lo medido por los puntajes de CAASPP.
- Al menos el 75 % de los aprendices de inglés en 3er grado, el 65 % en 4 º grado y el 65 % en 5 º grado podrán demostrar dominio avanzado o dominio en artes del lenguaje inglés según lo medido por CAASPP;

SPSA Goals by the end of the year:

- At least 85% of Edison 3rd graders, 85% of 4th graders, and 80% of 5th graders will be able to demonstrate advanced mastery or mastery in English Language Arts as measured by CAASPP scores.
- At least 75% of English Learners at 3rd grade, 65% at 4th grade and 65% at 5th grade will be able to demonstrate advanced mastery or mastery in English Language Arts as measured by CAASPP;



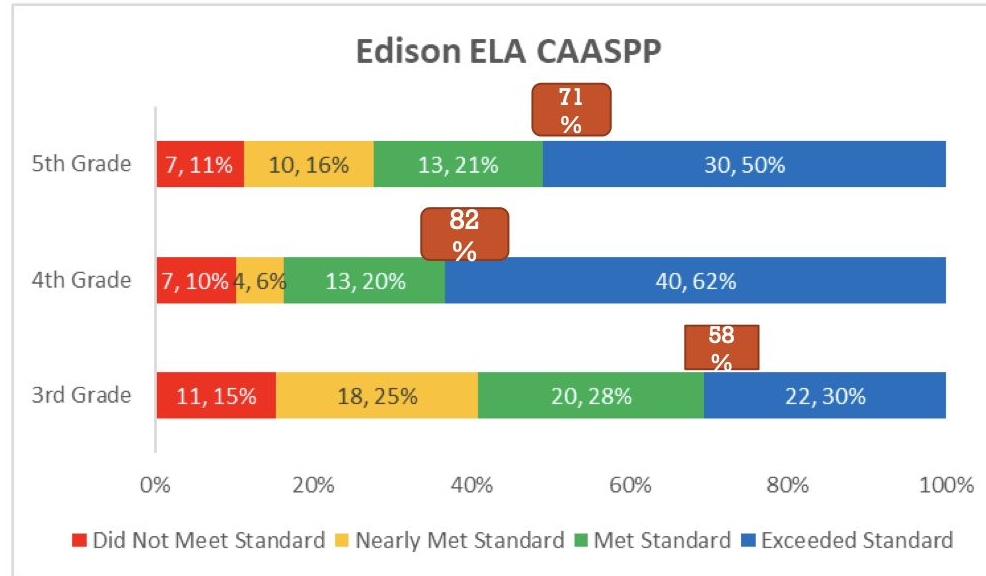
COMPARISON WITH 2021-2022 CAASPP DATA

Fall Star English

5th – 75%

4th – 68%

3rd – 53%

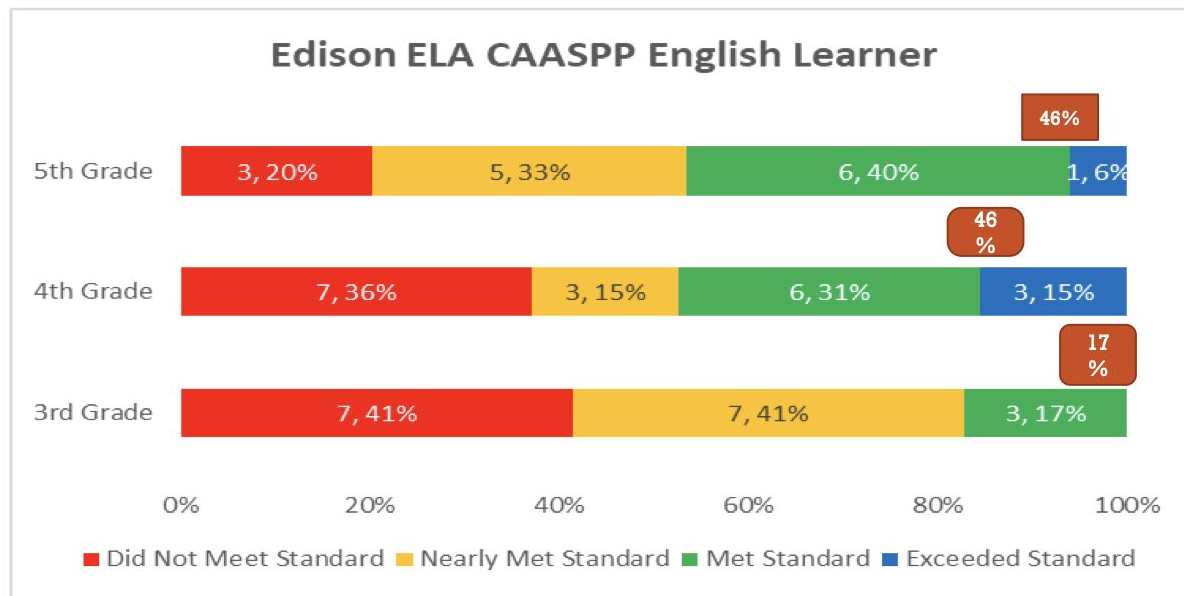


Los alumnos de 4to en junio de 2022 ahora están en 5to y los de 3ero ahora están en 4to.



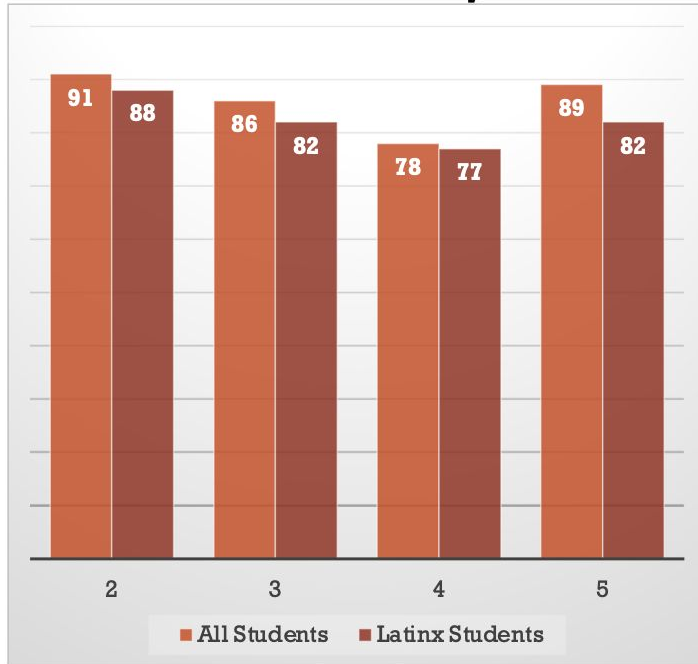
ARTES DE LENGUAJE EN INGLÉS – APRENDICES DE INGLÉS

ELA SCORES OF ENGLISH LEARNERS



MATEMÁTICAS / MATH

Fall STAR Math Scores by Grade



2022-2023. SIP Metas en Matemáticas /Math Goals

- Al menos el 85 % de los alumnos de 3.º grado, el 85 % de los alumnos de 4.º grado y el 80 % de los alumnos de 5.º grado podrán demostrar dominio avanzado o dominio en matemáticas en CAASPP.
- Al menos el 70% de los estudiantes de inglés en los grados 3, 4 y 5 podrán demostrar dominio avanzado o dominio en matemáticas en CAASPP

- At least 85% of 3rd graders, 85% 4th graders and 80% of 5th graders will be able to demonstrate advanced mastery or mastery in math on CAASPP.
- At least 70% of English Learners at grades 3, 4, and 5 will be able to demonstrate advanced mastery or mastery in math on CAASPP



PRUEBA DE MATEMÁTICAS / MATH ASSESSMENT

- Esta evaluación de matemáticas se administró en español, el idioma de instrucción de matemáticas en Edison. También administraremos la prueba de detección en inglés para comparar los resultados.
- Los puntajes sugieren un desempeño general sólido en matemáticas en el otoño e indican brechas de rendimiento muy pequeñas entre TODOS los estudiantes y los estudiantes latinos.
- Si bien estos son puntajes iniciales, el % de dominio es más alto que el % de dominio que generalmente se observa en las pruebas CAASPP de fin de año

- This math assessment was administered in Spanish – the language of instruction for math at Edison. We will also administer the screening test in English to compare outcomes.
- Scores suggest strong overall math performance in fall and indicate very small achievement gaps between ALL students and Latinx students.
- While these are initial scores, % proficient is higher than the % proficient usually seen on end of year CAASPP tests.

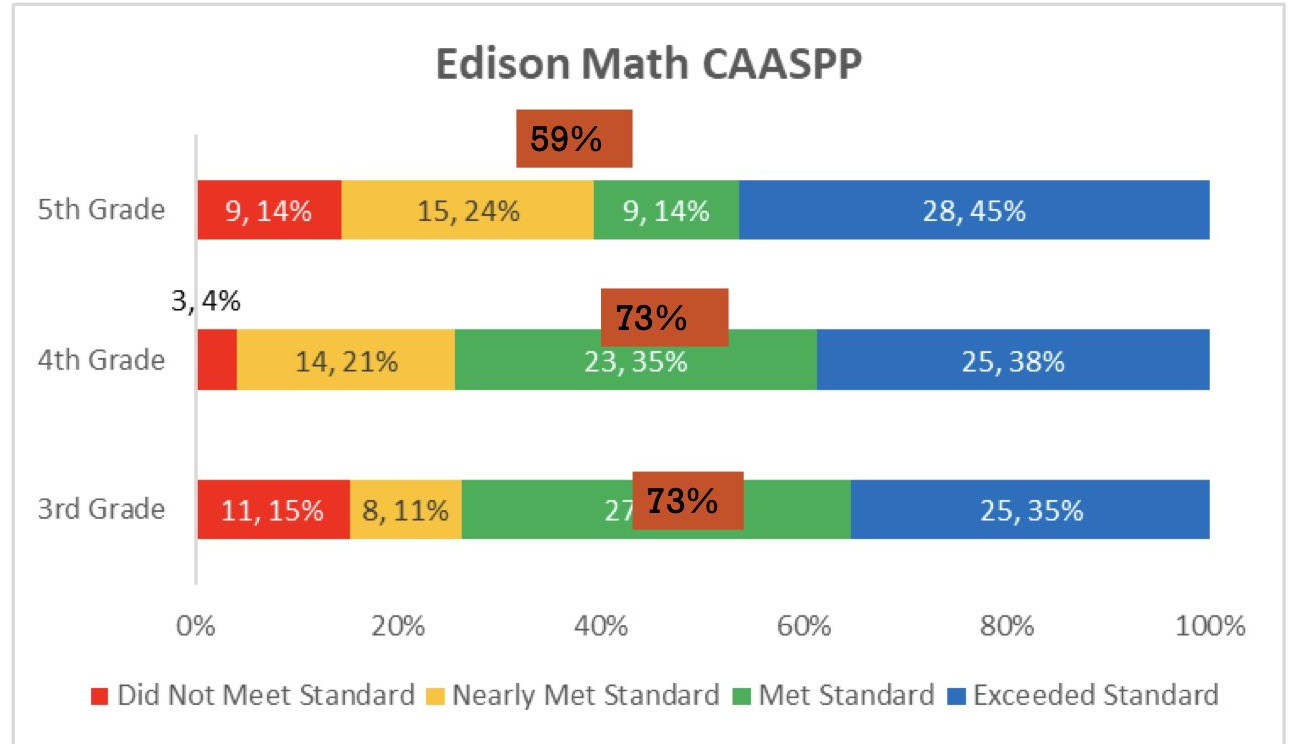


▪ **Fall Star Math**

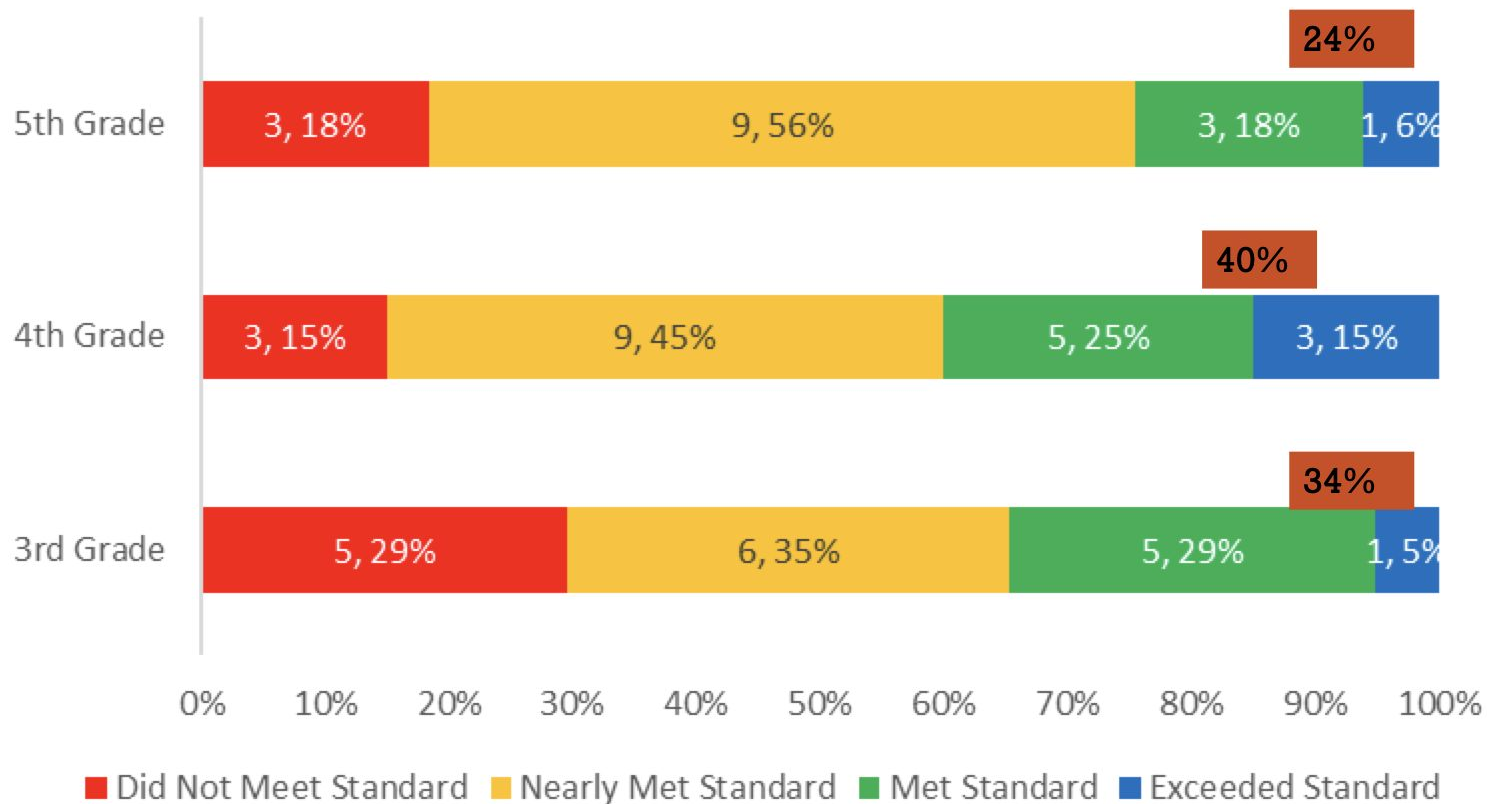
▪ **5th – 89%**

▪ **4th – 78%**

▪ **3rd – 86%**



Edison Math CAASPP English Learner



CAASPP SCORES 2019-2022

Edison Elementary

Santa Monica-Malibu Unified, Santa Monica

71.84%

70.77%

-1.07%

58.74%

69.54%

+10.8%

School / District

English: Standard Met
or Exceeded 2019

English: Standard Met
or Exceeded 2022

English:
Percentage
Changed

Math: Standard Met
or Exceeded 2019

Math: Standard Met
or Exceeded 2022

Math: Percentage
Changed

¿Pérdida de aprendizaje debido a Covid?

- **Inglés** - Los estudiantes de Edison tuvieron una ligera disminución (1.07 %) en el % de estudiantes que cumplieron o superaron los estándares entre 2019 y 2022.
 - Todas las escuelas primarias del SMMUSD, excepto una, tenían un porcentaje más bajo de estudiantes con calificaciones de proficiente o avanzado entre 0,08 % y 17,56 puntos porcentuales. Edison tuvo la segunda tasa más baja de pérdida de aprendizaje.
- **Matemáticas** --- Los estudiantes de Edison registraron un avance del 10,8 % en el porcentaje de estudiantes que cumplieron o superaron los estándares de matemáticas. Mayor aumento de las 3 escuelas primarias de SMMUSD que registraron aumentos

Learning Loss Due to Covid?

- **ELA** - Edison students had a slight decline (1.07%) in the % of students meeting or exceeding standards between 2019-2022.
 - All but one SMMUSD elementary school had declines in the % of students proficient or advanced. Losses ranged from .08% to 17.56 percentage points. Edison had the second lowest rate of learning loss in SMMUSD's elementary schools
- **Math** - Edison students posted a 10.8% gain in the percentage of students meeting or exceeding math standards.
 - Largest gain of the 3 SMMUSD elementary schools that posted gains.

POINT OF REFERENCE: NAEP 4TH GRADE SCORES

% Change NAEP Scores in 4 th grade 2019-2023		
	NAEP Math	NAEP English Reading
Grade 4	-5%	-3%
% of California Students proficient or advanced on NAEP		
Grade 4	30%	31%
Edison – 4 th Grade 2022 CAASPP	73%	82%

Note: NAEP and CAASPP are different measures and not directly comparable, but the Scores provide a reference point.



CALIFORNIA HEALTHY KIDS SURVEY



- 2021-2022 Student Data
 - 5th Graders only
 - N = 47
- Overview of Findings
- Implications for Programs and Practice
- 2022-2023 Parent Letter went home – this year's survey coming soon



CALIFORNIA HEALTHY KIDS SURVEY, 2022

Key Indicators of School Climate

	Grade 5 %	Table
School Engagement and Supports		
School connectedness ^{†#} <i>(In-School Only)</i>	88	A6.3
School connectedness ^{†ψ} <i>(Remote Only)</i>		A6.3
Academic motivation [†]	93	A6.3
School boredom [†]	17	A6.9
Caring adults in school [†]	79	A6.3
High expectations-adults in school [†]	92	A6.3
Meaningful participation [†]	42	A6.3
Facilities upkeep ^{†Φ}	98	A6.11
Parent involvement in schooling [†]	77	A10.2
Social and emotional learning supports [†]	88	A7.1
Anti-bullying climate [†]	83	A9.6

Altos porcentajes de alumnos reportaron que se sentían conectados a la escuela (88%), que tenían motivación académica (93%) , altas expectativas (92%) , adultos solidarios en la escuela (79%) y un ambiente de apoyos aprendizaje social emocional (88%). Casi todos están de acuerdo que temenos buen mantenimiento del campus (98%)

High percentages of students reported feeling connected to school (88%), that they were academically motivated (93%), the adults at school held high expectations for them (92%), that there were caring adults at school (79%), an an environment with high social emotional learning supports. Almost all were in agreement with good facilities upeep (98%)



PARTICIPACIÓN SIGNIFICATIVA EN LA ESCUELA / MEANINGFUL PARTICIPATION AT SCHOOL

Meaningful Participation at School Scale Questions

	Grade 5 %
Meaningful participation at school	
<i>Average reporting "Yes, most of the time" or "Yes, all of the time"</i>	42
Are you given a chance to help decide school activities or rules?	
No, never	29
Yes, some of the time	59
Yes, most of the time	12
Yes, all of the time	0
Do the teachers and other grown-ups at school ask you about your ideas?	
No, never	7
Yes, some of the time	38
Yes, most of the time	48
Yes, all of the time	7
Do the teachers and other grown-ups give you a chance to solve school problems?	
No, never	12
Yes, some of the time	38
Yes, most of the time	26
Yes, all of the time	24

- La participación significativa se mide mediante preguntas que preguntan a los estudiantes si pueden decidir las reglas y actividades, si los adultos les preguntan sobre sus ideas, y si tienen la oportunidad de resolver problemas escolares.

Meaningful participation at school was Measured by asking question about whether students felt they were able to decide school rules and activities, if adults ask them about their ideas, and if they have the opportunity to resolve school problems.



Meaningful Participation at School Scale Questions – Continued

	Grade 5 %
Are you given a chance to help decide class activities or rules?	
No, never	17
Yes, some of the time	60
Yes, most of the time	14
Yes, all of the time	10
Do your teachers ask you what you want to learn about?	
No, never	50
Yes, some of the time	43
Yes, most of the time	7
Yes, all of the time	0
Do you do things to be helpful at school?	
No, never	0
Yes, some of the time	29
Yes, most of the time	55
Yes, all of the time	17

Las respuestas menos positivas en esta categoría fueron:

- Si los estudiantes pueden decidir las reglas de la escuela
- Si los adultos en la escuela les preguntan sobre sus ideas.
- Si los estudiantes ayudan a decidir las actividades o reglas de la clase; y
- Si los maestros alguna vez les preguntan a los estudiantes qué quieren aprender.

Least positive responses in this category were to questions about:

- Whether students get to decide school rules;
- If grown ups at school ask them about their ideas;
- If students get to help decide class activities or rules; and
- If teachers ever ask students what they want to learn.



PREGUNTÁNDONOS ¿POR QUÉ? / WONDERING WHY....



- El año pasado, con todas las reglas de Covid, no hubo muchas oportunidades para que los estudiantes decidieran muchas reglas escolares.
- Los estudiantes sí participaron en el establecimiento de las reglas de la clase en cada clase, pero esta pregunta combina "actividades" con reglas y es posible que no quedó muy claro.
- Comenzamos con los Equipos de Liderazgo Estudiantil y tuvimos un proceso de aportes en toda la escuela sobre las reglas escolares, pero no hasta la mitad del año.
- Las fuertes percepciones de los estudiantes de que no se les pregunta qué les gustaría estudiar en clase se referirán al SLT. Dado que nuestro SIP tiene que ver con aumentar la participación de los estudiantes a través de estrategias de aprendizaje activo, esta información resultará muy útil en las discusiones con los maestros.

- Last year with all the Covid rules there wasn't much opportunity for students to decide many school rules.
- Students did participate in setting the class rules in each class, but this question is bundled with class "activities" so it may have been confusing.
- We started Student Leadership Teams and had a schoolwide input process on school rules but not until half-way through the year.
- The strong student perceptions that they aren't asked what they'd like to study in class will be referred to the SLT. Given that our SIP has to do with increasing student engagement through active learning strategies, this information will prove very useful in discussions with teachers.



UPDATE ON SCHOOL IMPROVEMENT PLAN (SIP)



Pictures from classes on 10/21 walk through – active learning strategies and collaborative work in all classrooms

Reuniones PLC y SLT

- Ocurriendo después de la escuela o durante la hora de la música con la excepción de 3 reuniones SLT con Innovate Ed

Recorrido informal – 21/10

Caminantes: Lori Orum y Rocío Naranjo -- Gracias a Jamila Banks (K), Martha Cueva (1), Brisa Melendez (2), Judith Alvarez (3), Maribel Cachú-Rios (4) y Constanza Murcia (5)

- Vimos evidencia de estrategias de instrucción de alto apalancamiento y aprendizaje activo en todas las aulas.

Se programarán rondas de aprendizaje, más adelante en noviembre.

PLC and SLT Meetings

- Happening after school or during music time with the exception of 3 SLT meetings with Innovate Ed

Informal Walk Through – 10/21

- Walkers: Lori Orum and Rocio Naranjo -- Thanks to Jamila Banks (K), Martha Cueva (1), Brisa Melendez (2), Judith Alvarez (3), Maribel Cachú-Rios (4) and Constanza Murcia (5)
- We saw evidence of high leverage instructional strategies and active learning in all classrooms

Learning Rounds to be Scheduled – later in November



PROGRESS OF SPSA IMPLEMENTATION

Grade	# of Students	Interventionist	Lang. of Instruction	Days/Week
Kinder	6	Rosales	Spanish	2 days
1 st Grade	9	Salmaggi	Spanish	4 days
2 nd Grade	9	Salmaggi	Spanish	4 days
3 rd Grade	3	Salmaggi	English	4 days
4 th Grade	5 (low tier II)	Salmaggi	English	4 days
4 th Grade	4	Naranjo	English	4 days
5 th Grade	4	Naranjo	English	4 days
Total	32			

Teachers: Language and Literacy Interventionists
Rocio Naranjo Badillo and Aileen Salmaggi and
Intervention BIA Anacelia Rosales

Focus on Intervention and (Tier III) Supplemental Support Programs (ELs and Tier II)

- All pull-out reading intervention programs in place for K-5 Tier III students
 - One additional section added of very low scoring Tier II students in Grade 4 because we had the time – **Total: 32**
- District After School Tutorial Support for Tier III students
 - English and Math Support
 - Eligible: 3rd-4th-5th Tier III students, ELs who are 2 and 1 and students who scored as in urgent need of intervention on Star. who didn't do well on Star – **Total: 42**



SUPPLEMENTAL INSTRUCTION FOR ELS

- **13 EL students** receive supplemental English instruction during the school day.
- **We are serving all our ELs who are eligible** (below L4 and not meeting other reclassification criteria) – L3s only because those with lower scores can't access E3D
- **EL and Tier III?** -- Have to decide what it is that is holding them back for intervention services – SpEd. Tier III trumps supplemental (ELD) – Can't go to both

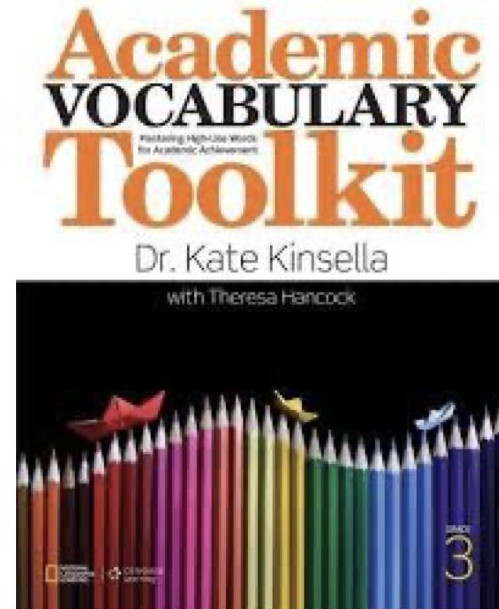
Grade	# Served	Provider	Curriculum	Days/Week
4 th	6	Naranjo	E3D	4
5 th	6	Naranjo	E3D	4
4 th /5 th	1 +	Naranjo	Newcomer	4



OTHER SUPPLEMENTAL SERVICES

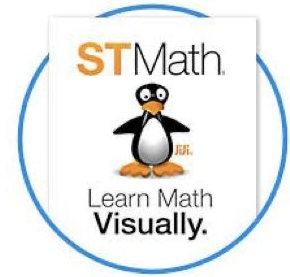
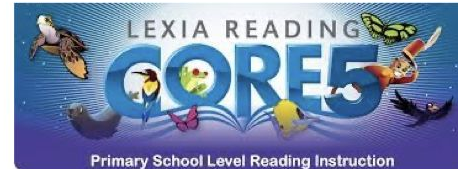
Academic Vocabulary Toolkit

- Before school program for younger ELs who need more English academic vocabulary.
- 16 that met eligibility criteria (3rd grade only – ELs who need more Academic Vocabulary)
- All were invited and 11 have RSVPd. Jessica is following up with other families,
- Will be taught before school – 30 min. by Maestras Sylvia Jimenez and Martha Cueva



POSSIBLE ADDITIONAL SUPPLEMENTAL SERVICES

- Only 6-8 other students may meet eligibility criteria for additional afterschool academic support provided by school
 - Tier II and EL Students
- SLT is looking at the individual needs and class assignments of these students to determine how we can best support them after school.
- May be a combination of 30 min. tutoring and 30 min. of supervised support on Lexia and ST Math/Dreambox.



PARENT COMPACT AND PARENT ENGAGEMENT POLICY

Parent and Family *Engagement* Policy



- Parent Compact being sent home by teachers, signature requested
- <https://docs.google.com/document/d/1CPnfABYIDsyb1dzpxuqBkKxsO59zfApi/edit?usp=sharing&oid=101646978151216629374&rtpof=true&sd=true>
- Parent Engagement Policy, Guiding Principles, and Compact being sent via El Semanario
- <https://docs.google.com/document/d/1-F5XSug2EkcKukFlEhbHjtYOsufWoBUT/edit?usp=sharing&oid=101646978151216629374&rtpof=true&sd=true>

