EDISON SCHOOL
SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA)
2022-23

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Date of SSC Approval	May 17, 2022
Date of BOE Approval	

This is a plan of actions to be taken to raise the academic performance of students and improve the school's educational program. For additional information on school programs and how you may become involved, please contact the school principal.

Districtwide Goals

Vision

Each and every child is compassionate, confident, and feels successful, academically prepared, and able to make a meaningful, positive impact in their lives, the lives of others, and the world around them.

Local Control and Accountability Plan (LCAP) Goals

AUSD is maintaining the five Goals as listed below and refining some Actions and Metrics as indicated in the LCAP Goals section:

1) Eliminate barriers to student success and maximize learning time
2) Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
3) Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)
4) Support parent/guardian development as knowledgeable partners and effective advocates for student success
5) Ensure that all students have access to basic services

District Theory of Action

By focusing our efforts on the students who need it most, we will improve outcomes for all students.
- As an organization, we need to improve outcomes for our African American/Black students, English Learning students, and students with Individualized Educational Plans (IEPs)

Student level goals (across content, aligned to Graduate Profile)	Participate in experiential learning such as investigations, inquiry, modeling thinking, and taking local action	Read, think, talk, and write about complex texts every day	Establish and maintain healthy and rewarding relationships with diverse individuals and groups
Teacher priority practices (across content)	Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning
Leadership Practices	School Leadership collaboratively monitors curricular implementation to ensure balance, rigor, and school-wide coherence aligned to state and district standards and school vision	School Leadership collaboratively creates systems that support teachers to design student talk opportunities to support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	School Leadership collaborates with and builds capacity of individuals and teams to implement school systems that ensure strong relationships among students and between adults and students, and a sense of belonging for all students in service of the school's vision for learning
District Goals	We keep equity and rigorous content at the forefront of all decisions on what and how to teach students	We maximize interaction and independence in students' blended learning experience	We integrate social emotional and trauma-informed approaches as the foundation for learning experiences

LCAP Goal 1: Eliminate barriers to student success and maximize learning time

State Priorities: Pupil Engagement and School Climate
District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

AUSD's routine review of attendance and discipline data consistently identifies the need for districtwide action to improve student outcomes in both areas and to apply additional attention to the disproportionate outcomes of our focal student groups. We strive to:

- + Improve student attendance including increasing basic attendance rate and decreasing the chronic absenteeism rate. Decreasing the chronic absenteeism rate is especially important for our focal student groups as they have disproportionately high rates.
- + Decrease class time missed as a result of discipline including reducing both suspension and expulsion rates. Decreasing the suspension rate is a particular need for our focal student groups as they have disproportionately high rates.
- + Improve graduation rate including reducing middle and high school drop-out rates and increasing high school graduation rate.

⌖ District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome		2017-18 (Data Quest)		2018-19 (Data Quest)		2019-20 (Schoolzilla/AERIES)	
		District	Site	District	Site	District	Site
Chronic Absenteeism % of students who are absent 10% of more of their enrolled days		9.1%	4.0%	8.9%	2.7%	8% (March)	4.8%
Suspension Rate/Office Discipline Referrals % of students suspended anytime during the year. If suspension rate is under 2.5%, look at office discipline referral rates.		2.8%	1.0%	2.4%	0.8%	1.3% (March)	0.6%
Graduation % of four-year cohort completing graduation requirements		93.2%		91.9%		93%	
CHKS: % of students reporting 'agree' or 'strongly agree' (sec) OR 'most	5th	86%	78%	85%	83%	82%	84%
	7th	62%		64%		60%	

of the time/all of the time' (elem) to feeling safe in their school	9th	60%		64%		60%	
	11th	63%		64%		62%	

Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:
- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

Avoid
- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

The percentage of students with Chronic Absenteeism did rise somewhat in the 2019-20 school year, so this appears to be an area to address going forward. However, numbers for suspensions and CHKS responses data did both trend in positive direction, which does also appear reflected in anecdotal data regarding school climate and efforts in PBIS.

Chronic Absenteeism:
Ethnicity subcategory data - March 2019 to March 2020:
- Declines:
  - A.A. students dropped (57.1% → 40.0%) 4 of 10 students
  - Multi race students dropped (3.8% → 2.8%) 3 of 108 students
- Increases:
  - Hispanic students rose (7.6% → 12.5%) 8 of 64 students
  - Filipino students rose (0.0% → 14.3%) 1 of 7 students
  - White students rose (2.3% → 2.9%) 6 of 207 students

EL Status subcategory data - March 2019 to March 2020:
- Declines: English Only students dropped (4.5% → 3.7%) - 12 of 322 students
- Increases: English Language Learners rose (0.0% → 5.3%) - 1 of 19 students

Special Education Status subcategory data - March 2019 to March 2020:
- Declines: Non-Special Education students dropped (2.6% → 2.1%) - 7 of 337 students
- Increases: Special Education rose (10.9% → 12.5%) - 6 of 48 students

Socioeconomically Disadvantaged (SED) subcategory data - March 2021 *(last year's data not available):*
- Non-SED students rate: 10.1% (39 of 385 students)
- SED students: 40.5% (30 of 74 students)

Identified Need: Using Additional Data to go Deeper

Ask yourself:
- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

Avoid
- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

There are both broad trends as well as subgroup trends that seem to be evident in the data above. They were definite decreases in student chronic absenteeism schoolwide. However, there were noticeable differences with increased chronic absenteeism in some ethnicity subgroups, students that were English language learners, students in the Special Education program, And most notably there was a significant gap in chronic absenteeism between students who are socioeconomically disadvantaged and students who are not.

Given the fact that we had just come through a pandemic and distance learning, there are a variety of factors that could be pointed to that help to explain some of these trends, including economic needs of families, communication regarding district quarantine practices, student vaccinations and how that impacts families sending students to school if there's a positive case within a classroom. However, there have been similar trends as these pre-pandemic. One significant factor that we can point to is student engagement, and how we are meeting the needs and providing a warm and nurturing learning environment for all students.

Even with our efforts in developing and maintaining PBIS program, use of the Toolbox SEL program, Restorative Practices and building strong family-school relationships, there are always areas to improve on to address the larger societal trend of unduplicated students being out of the classroom more often than their peers.

In order to address this, we want to make sure that staff and families are informed and understand each of these systems and programs, and to support staff in deeper implementation of them. Additionally, we should also promote a more engaging and supportive school climate, where students feel welcome, belonging and safe.

LCAP Goal 1: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

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✏️ **SMARTIE Site Goal A**

Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.

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Overall: Chronic absenteeism will decrease overall by focusing on subgroups with the most significant truancy issues (African American, Latino, Special Education, Socioeconomically Disadvantaged). By the end of the school year, student Chronic absenteeism schoolwide will reduce by 20% (5 students). As a result of the increase in subgroups, we should also see an increase of at least 0.5% in the daily attendance rates, as compared to the previous school year**.**

Equitable (AA/EL/IEP/CCEIS): By the end of the school year, we should see a decrease in the number of students who are chronically absent within the African American, Latino, Special Education and Socioeconomically Disadvantaged subgroups of at least 25% in each subgroup as compared to the previous school year.   As a result of the increase in subgroups, we should also see an increase of at least 1.0% in the daily attendance rates in these subgroups, as compared to the previous school year**.**

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📊 **Measurable Outcomes**

Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&P Levels

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Attendance rates
Student discipline data
CHKS - "Caring adults in School" question

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#	⚙️ **Research-Based Strategies to Achieve Goal** *Consider the school budget, master schedule, collaborative structures, and professional development approach*	**How will you know the strategy is making progress towards your goal throughout the year?** *What information/data will you monitor? When? With whom?*	**Student Group Served (All/AA/EL/IEP/CCEIS)**	**Person(s)/ Teams Responsible for Actions and Progress Monitoring**
1.A1	**Culturally responsive practices** Increased use of **Culturally Responsive Teaching strategies** that lead to more equitable engagement and participation of focal students, particularly with regards to increasing talk opportunities for students • Support for teachers on effective implementation of **structured talk routines during whole class and small group instruction**. Includes explicit teaching & modeling for	Classroom observations & walkthroughs Academic progress of Focal Students (see 2.A2 below) Teacher input via ILT, staff meeting, as well as staff survey.	All	**Responsible for action: Teaching staff** **Responsible for monitoring: Site ILT** **Consult/Inform**:

	students on how to have focused talk time during whole class and small group opportunities ● Techniques on how to engage students that don't share often - Calling on focal students with **structured support:** Giving advance notice/more think time, use of wait time, allowing peer support, having student report out for group ("reporter" role). ● Use of **Checks for Understanding (CFUs)** in monitoring student understanding, and consideration of reteach opportunities			

1.A2	Schoolwide implementation of **Positive Behavior Intervention and Support (PBIS)** program, to provide positive reinforcement of expectations for students:
	
	● PBIS Kickoff (August) and Reboot (January) - teaching of student expectations in areas of school
	
	● Incentives provided by Otter Card Chart reward program: Otter cards, Class Otter Card Charts, with school wide goal for Otter Card Charts. Reward examples:
	  ○ Classroom recognitions for Otter Card Charts
	  ○ Community Meeting recognitions (Raffle for GL Otter Card Awards)
	  ○ Hour of Play, or some other schoolwide recognition
	
	● Other schoolwide events to promote school community:
	  ○ Bi Monthly Community Meetings
	  ○ Buddy Class time
	  ○ Field Day
	  ○ Readathon
	  ○ Walk & Roll events
	
	● PBIS committee to oversee and update program as needed.
		Tiered Fidelity Inventory
		
		Student Discipline, Assertive Discipline and Suspension Data
		
		Otter Card positive reinforcement data
			All	**Responsible for action: Teaching staff, principal**
				
				Responsible for monitoring: PBIS Committee
				
				Consult/Inform:

1.A3	Reboot training and implementation of the **Toolbox** Socioemotional Learning Curriculum for staff, students and families. ● Schoolwide plan to teach tools at start of year, including presenting tools at Community Meetings ● Family "Kickoff" and monthly communications, to reinforce use of strategies at home ● Recognition through Otter Card reinforcement system ● Parent Toolbox/SEL Info Night	Student Discipline, Assertive Discipline and Suspension Data Otter Card positive reinforcement data	All	**Responsible for action: All staff** **Responsible for monitoring: PBIS Committee** **Consult/Inform**: ILT
1.A4	Parents/guardians of students with chronic absenteeism to attend **School Attendance Review Team (SART) or Attendance Support Meetings**, scheduled monthly. SART meetings address absence and tardies as relating to state truancy laws, as well as offer support for families in improving attendance (Counseling, social services referrals, parenting support, etc…). Include classroom teachers in SART meetings.	Attendance records, with particular look at those families who have attended SART meetings, to look for improvement in attendance.	Students that are chronically absent, or with significant attendance concerns.	**Responsible for action: Principal, Office Staff** **Responsible for monitoring: Principal** **Consult/Inform**: District CWA department

LCAP Goal 2: Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

The district is committed to the goal of preparing all students for college and work beyond their PreK-12 career by realizing the AUSD Graduate Profile. Outcomes for all students and focal student groups in UC a-g eligibility and other achievement indicators point to a need to improve overall and targeted programs supporting increased college readiness. We strive to:

● Improve student achievement on both statewide and local assessments. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the Math and ELA academic indicators.

- Increase College and Career Readiness. The most recent CA Dashboard identifies our focal student groups as Yellow, Orange, or Red for the College and Career Readiness indicator.

District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome	2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dashboard		2019-20 Schoolzilla/AERIES	
	District	Site	District	Site	District	Site
Math SBAC: Average Distance from Level 3 (Standard Met)	14.3	37.8	14.3	45	No data	No data
ELA SBAC: Average Distance from Level 3 (Standard Met)	36.8	48.4	40.5	47.2	No data	No data
UC 'a-g' Completion: % of 12th grade cohort that has met UC 'a-g' requirements	56.5%		54.9%		58.2%	
AP Exam Pass Rate: % of Exams w/score of 3+ 10th & 12th students	74.9%		73.2%		75.2%	
AP Enrollment: % of 10th-12th students in at least 1 AP course	51%					
CTE Pathway Completion: % of 12th grade students who have completed a CTE pathway						
CTE Pathway Enrollment % of high school students enrolled in CTE pathway coursework						
College/Career Readiness: % of high school graduates who placed in the 'prepared' level for the College/Career Indicator	56.6%		56.8%		60.3%	

Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:
- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?
- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

Avoid
- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

Academic progress was somewhat challenging to assess on a broad level this school year, as a result of the lack of statewide testing (CAASPP) over the past two years due to the pandemic. However, local assessments, including STAR Reading and Math, do indicate that students are performing at or above grade level to a large degree (small increase in Reading, small decrease in Math).

Overall:

Proficiency Rates	STAR Reading (Winter)	Star Math (Winter)
2020-21	90.8%	94%
2021-22	91.0%	92%

Among **subgroups**, there are some noticeable differences*:

Proficiency Rates - *LEP Students*	STAR Reading (Winter)	Star Math (Winter)
2020-21	45.5% (5/11 students)	54.5% (6/11 students)
2021-22	42.1% (8/19 students)	84.6% (22/26 students)

Proficiency Rates - *Special Education Students*	STAR Reading (Winter)	Star Math (Winter)
2020-21	50.0% (9/18 students)	64.3% (9/14 students)
2021-22	65.2% (15/23 students)	70.4% (19/27 students)

Proficiency Rates - *Socioeconomically Disadvantaged*	STAR Reading** (Winter)	Star Math (Winter)
2020-21	71.4% (20/28 students)	80.0% (20/25 students)
2021-22	68.4% (26/38 students)	73.1% (38/52 students)

*nominal differences and/or statistically small data sets noted with ethnicity subgroups, so information not listed here.
** does not include STAR Early LIteracy assessment given to Kindergarten and some 1st grade students.

Identified Need: Using Additional Data to go Deeper

Ask yourself:
- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

Avoid
- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

One significant issue that is apparent in the data above is the decrease in Proficiency rates for our Socioeconomically Disadvantaged students in both Reading and Math. What is also noticeable is that there has been a substantial increase in this student subgroup population over the past school year.

It seems that we are not quite meeting the needs of the students in our instructional practices. One of the areas that the staff has been focusing on is in having a greater awareness of Culturally Responsive Practices to meet the needs of all of our students, and in particular those within underserved subgroups. This seems to align with the data represented above, and seems to be more and more a significant issue in that all of these subgroups have had an increase in the number of students within them over the past two years.

LCAP Goal 2: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

⟋ **SMARTIE Site Goal A** *Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.*	**Overall: Effective instructional practices implemented for all students.** By the end of the school year, teachers will have increased frequency in the use of effective instructional strategies, resulting in a 5% increase in the overall Student Growth Percentile for both the STAR Reading and Math assessments *(Percent of students at or above the 35th student growth percentile, which shows growth relative to others in the same grade with a similar STAR score history).* **Equitable (AA/EL/IEP/CCEIS): Instructional and Intervention support for underserved students through effective Tier I/II in-class instruction.** By the end of the school year, teachers will have increased frequency and quality of tier 1 and 2 in-class interventions, resulting in increased student achievement for 3 focal students (10% increase in their individual Student Growth Percentiles for both the STAR Reading and Math assessments)

	Measurable Outcomes *Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&P Levels*	- Increased student achievement data for all students, as well as for 3 focal students - PD - survey re: use of curriculum; walk through for curricular material implementation - Walkthrough data		
#	**Research-Based Strategies to Achieve Goal** *Consider the school budget, master schedule, collaborative structures, and professional development approach*	**How will you know the strategy is making progress towards your goal throughout the year?** *What information/data will you monitor? When? With whom?*	**Student Group Served (All/AA/EL/IEP/CC EIS)**	**Person(s)/ Teams Responsible for Actions and Progress Monitoring**
2.A1	Bi-monthly **teacher collaboration opportunities to support effective implementation of small group differentiated instruction and structured talk routines** for students. Teacher collaboration will utilize the following protocols: ● Peer observations ● Lesson Study ● Consultancy Protocol ● Cycle of Inquiry	Teacher feedback on how useful, worthwhile collaboration time is: ● Survey data ● ILT feedback	All	**Responsible for action: Teaching staff** **Responsible for monitoring: ILT** **Consult/Inform**:
2.A2	**Effective use of data** to inform differentiation in Tier I instruction and curriculum for underserved students. ● Determine **Focal Students** for overall progress as well as and monitor the frequency of opportunities to talk and explain thinking ● Develop action plans for each focal student to address academic needs via effective Tier I (small group) instruction ● Collaboration with grade level colleagues to analyze student work in monitoring progress (Cycle of Inquiry).	Teacher use of STAR and curriculum-embedded assessment data to identify 3 focal students. Development of action plans for addressing focal student needs through effective Tier I instruction Teacher engagement in grade level collaboration regarding student work analysis for focal students 3 times across the school year.	Potential subgroups for 3 focal students: ● 1 AA/Latinx student ● **1 EL student** ● 1 student exhibiting behavior concerns ● 1 student academically behind ● 1 student from Socioeconomically disadvantaged subgroup ● 1 student with an IEP/504 plan ● 1 student academically advanced	**Responsible for action: Teaching staff** **Responsible for monitoring: ILT** **Consult/Inform**:
2.A3	Support use of **supplemental curriculum** and instructional materials. Provide collaborative opportunities for teachers to use these curriculum, including use of **Tier I intervention within classrooms**, as well as	Monthly collaboration time dedicated to lesson study or PD to support equitable	All, with particular support for students not working at grade level.	**Responsible for action: Teaching staff**

		implementation of OG or IBD curriculum. 1 peer observation in the 2nd trimester focused on small group instruction using Designated ELD curriculum (EL Achieve or AUSD coach created materials). Connect to focal students via student work analysis		**Responsible for monitoring: ILT** **Consult/Inform**:
	development of **cross-curricular integrated learning units.** ● Orton-Gillingham (Grades K-2) ● Inquiry by Design (Grades 3-5) ● EL Achieve or AUSD coach created materials (for Designated ELD instruction)			
2.A4	Address inequitable referrals for assessment to Special Education: ● Review **MTSS system** with staff, including Tier I & II and COST processes. ● Effective use of **assessment data and intervention curriculum** to improve Tier II and III Reading Intervention program, including increased frequency of progress monitoring (assessments, review of student response to intervention)	Re-launch COST and SST process with articulated protocols, ensure the potential for family-facing. Best practice share for Tier 2. 1 peer observation focused on small group instruction. Connect to focal students via student work analysis More frequent (mid trimester) assessments given to students in Tier II/III Reading intervention, to get a more accurate trend line on growth.	All	**Responsible for action: COST team** **Responsible for monitoring: COST team** **Consult/Inform**:

If you have an additional Site Goal for this District/LCAP goal, copy and paste table and name "Site Goal C"

LCAP Goal 3: Support all English Learners (ELs) in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s)

State Priorities: State Standards, Pupil Achievement, Course Access, Pupil Outcomes

District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

A review of district wide data demonstrates the need for focused increase of services for English Learners. AUSD continues its focus on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans. We strive to:

- Improve the achievement of English learning students.
- Implement State Standards for English learning students.

District and Site Annual Outcomes

Key metrics highlighted are a focus for the district.

Annual Outcome		2017-18 Data Quest		2018-19 Dataquest/CAASPP/Dashboard		2019-20 Schoolzilla/AERIES	
		District	Site	District	Site	District	Site
EL Reclassification: % of English Learners who were redesignated as RFEP		12%	18.3%	21%	27.3%	14%	6.7%
ELPAC: % of students scoring 'moderately' or 'well developed' *		80.8%	83.9%	72.6%	72.5%	84%	
At-risk LTELs: % of English Learners at-risk of becoming Long Term English Learners (LTELs)	K-5th	8.5%	8.3%	27%	22.7%	11.5%	6.6%
	6th-8th	4.6%%		7%		5.2%	
	9th-12th	4.9%		9%		3.9%	
English Learner Access to CCSS: % of non-newcomer English Learners accessing CCSS w/English-only peers	K-5th	98.3%					
	6th-12th	97%					
ELD Standards	K-5th	70%					

Implementation: % of ELs receiving designated ELD	6th-12th	61%		98%		100%	

*to be replaced with growth metric when released spring 2022

LCAP Goal 4: Support parents/guardian development as knowledgeable partners and effective advocates for student success

State Priorities: Parental Involvement and Family Engagement.
District Priority Practice(s):

Teachers use grade-level priority standards, texts, and tasks for all Tier 1 instruction	Teachers design frequent student talk opportunities that support meaning-making, critical thinking, writing, and academic language practice in service of grade-level standards	Teachers build positive relationships with and among our students to create the conditions for learning

AUSD is committed to developing strong family-school partnerships to improve learning and outcomes for all students and in particular our focal student groups using the Dual Capacity-Building Framework for Family-School Partnerships. We strive to:

- Improve efforts to build relationships and trust with our parents/guardians
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.

District and Site Annual Outcomes

Annual Outcome	Fall 2021-22	
	District	Site
Engaged and Trusting Family Relationships - % Positive responses on Family Relationships and Trust Survey	This survey is a new one and will be issued in the fall of 2021 to establish the baseline.	

Data Analysis/Identifying the Problem: Analyze and Prioritize High Level Trends

Ask yourself:

- Are we growing in this area over time? How is our absolute performance?
- How are different grades/student groups/etc. performing? Is there disproportionality? Consider both % and number of students.
- What do your high-level trends reveal when you take a step back and look at them holistically?

- Where do you see links to student achievement? By student group?
- If acted on, will the problem make a significant difference for student learning?
- **What 1-2 priority metrics (highlighted)/high level trends will you dig into further?**

Avoid
- Going too deep - the purpose is to identify high level trends so you can prioritize and THEN go deeper. Going deep on all metrics will be overwhelming!
- Prioritizing too many metrics/high level trends - there is always A LOT you could work on. Limiting your metrics/trends will focus your work more deeply.

Historically, there have been challenges with attendance at ELAC meetings, as well as underrepresentation of some subgroups at school wide events and activities, specifically families of English Language Learners, families of students with Individualized Education Plans (Special Education), and families of BIPOC students (Black, Indigenous People of Color).

Initial indicators from informal surveys and communication with families indicate a disconnect of these families with these events and activities being relevant to their experience, challenges in scheduling to be able to attend, lack of translation services making accessing information a challenge, and/or lack of affinity with attendees to promote a more welcoming environment.

? Identified Need: Using Additional Data to go Deeper

Ask yourself:
- Why do you reasonably believe your problem is occurring and why do you think THAT is? Then ask yourself why one more time.
- What in our school system and practices is causing these trends?
- Consider other lenses to expand your hypothesis brainstorm.
- What additional data could you look at or gather to confirm or reject your hypotheses?

Avoid
- Landing on 1 hypothesis - there are likely several reasons this trend is occurring
- Identifying things outside of your control, the ultimate goal is to improve OUR practices for students!

The Edison School community has a strong parental involvement component, which enrichens the school a whole. However, there are a number of subgroups that are not as strongly represented at school events and activities. This includes families of English Language Learners, families of students with Individualized Education Plans (Special Education), and families of BIPOC students (Black, Indigenous People of Color).

As a school, we value a diverse representation of input and involvement, and seek out these underrepresented voices, in an effort to provide more equitable opportunities for underserved students. In order to address this, we want to outreach to families to seek out their perspective, identify actual or perceived barriers, and provide inviting opportunities for a more diverse representation of families at school events, in parent-involved committees, volunteer opportunities, and other school related programs. We seek to do so via surveying families, identifying and removing potential barriers, and outreach to families to actively invite them. We feel that with greater family engagement, student engagement will also increase.

LCAP Goal 4: Site Goals, Measurable Outcomes, Strategies/Activities, Focus Student Groups Site Goals

🚀 **SMARTIE Site Goal A** *Specific, Measurable, Achievable, Realistic, Time-bound, Equitable. The equitable part of the goal should monitor a focus student group (AA/EL/IEP/CCEIS) that the school site is not serving well based on their data. The goals should NOT be different. Ex: By May 15, 100% of all K-2 students will increase their F&P levels by an average of 1 year from 80%. 85% of English Language Learner students will increase their F&P levels by no less than 1.5 year from 67%.*	**Overall:** Family Engagement (or family education?) in school councils, events and volunteer opportunities will increase overall by focusing on subgroups (families of EL students, families of Special Education students). ● Increase of ELAC participation to have at least 25% of students in the EL program represented (8 families) ● Increase of participation at school wide events to have an average of at least 20% of the Special Education population (12 families) represented. **Equitable (AA/EL/IEP/CCEIS):** At least 75% of AA/Latino/EL/SpEd families express understanding of the functions of MTSS processes, as evidenced by survey data.
📊 **Measurable Outcomes** *Identify the metric the school will use as a means of evaluating progress toward accomplishing the goal. Ex above: F&P Levels*	1. English Language Advisory Council (ELAC) meeting sign-in sheets 2. Volunteer sign in sheets from office 3. Sign-in sheets from events, including fields to identify which participants are from identified subgroups classes (student name, classroom of child)

#	⚙️ **Research-Based Strategies to Achieve Goal** *Consider the school budget, master schedule, collaborative structures, and professional development approach*	**How will you know the strategy is making progress towards your goal throughout the year?** *What information/data will you monitor? When? With whom?*	**Student Group Served (All/AA/EL/IEP/CCEIS)**	**Person(s)/ Teams Responsible for Actions and Progress Monitoring**
4.A1	Seek out diverse voices from the school community to **1) know, value and include varied perspectives and experiences** in making decisions regarding schoolwide programs and practices, as well as to **2) increase family engagement in underserved populations** (AA, Latinx, EL, SpEd): ● Listening sessions ● Affinity group meetings ● Surveys ● Outreach to EL families for ELAC participation ● Raising student/family awareness of Autism, intellectual differences.	Attendance records for sessions & meetings Notes from meetings providing feedback Survey data	● African-American ● Latinx ● English Language Learners ● Special Education	**Responsible for action:** SSC, ELAC **Responsible for monitoring:** SSC **Consult/Inform:** ILT

| 4.A2 | **Inform families about** relevant topics relating to **school processes**, to foster greater partnership with the school in their child's learning experience as well as to equip parents to better provide support at home:
● Benchmarks in each GL to communicate with parents on how to monitor student progress
● MTSS processes
  ○ PBIS program
  ○ COST program
  ○ Tiered Interventions
● Messaging to families via newsletter, Information nights, Literacy/Math nights | Survey data

Attendance records of Literacy or Math Family Nights | ● All | **Responsible for action: Principal**

Responsible for monitoring: ILT

Consult/Inform: |
| 4.A3 | Provide greater **continuity in what is reported to families** regarding student progress **beyond report cards grades**, so families may have a more informed understanding of their child's progress:
● Equitable start meetings at beginning of school year
● Baseline of information to be communicated by teachers: Weekly schedule, communication mode, class expectations, homework policy, the "basics" of school, etc…
● What information is shared during Parent-Teacher Conferences
● What assessments are used, and how best to report assessment data to families
  ○ What information (data) is to be included in report card comments?
  ○ What assessment data shared (F&P progress, STAR), particularly with EL families (ELPAC report) | Equitable start attendance

Staff meeting notes

Survey data | ● All
● English Language Learners | **Responsible for action: Principal, SSC**

Responsible for monitoring: Principal, SSC

Consult/Inform: ILT |

If you have an additional Site Goal for this District/LCAP goal, copy and paste table and name "Site Goal C"

Annual Review

Analysis

Describe the overall implementation of the strategies/activities and the overall effective
strategies/activities to achieve the articulated goal in the previous year.

[add text here]

Describe any major differences between the i~~n~~ ~~expenditures to
implement the strategies/activities to~~

[add text here]

Descri~~b~~ ~~al, the annual outcomes, metrics or strategies/activities to
~~s. Identify where those changes can be found in the SPSA.

N/A due to covid interruption, schools are in their first year of implementing goals.

Expenditures to Achieve Site-Specific Goals

2022-23 SPSA Expenditures Table - Edison School

Budget Summaries

If applicable, enter amounts allocated in the table below. The plan must describe the activities to be conducted at the school for each of the state and federal categorical program in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	$ [Enter amount here]
Total Federal Funds Provided to the School from the LEA for CSI	$ [Enter amount here]
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$ [Enter amount here]

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 ($)
[List federal program here]	$[Enter amount here]
[List federal program here]	$[Enter amount here]

Subtotal of additional federal funds included for this school: $ [Enter federal funds subtotal here]

List the State and local programs that the school is including in the schoolwide program.

State or Local Programs	Allocation ($)
[List state or local program here]	$[Enter amount here]
[List state or local program here]	$[Enter amount here]

Subtotal of state or local funds included for this school: $ [Enter state or local funds subtotal here]

Total of federal, state, and/or local funds for this school: $ [Enter total funds here]

Appendix A: Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

If applicable, enter amounts allocated. (The plan must describe the activities to be conducted at the school for each of the state and federal categorical programs in which the school participates. If the school receives funding, then the plan must include the proposed expenditures.)

Title 1 Program Component	Allocation
Title I, Part A: Schoolwide Program Purpose: Upgrade the entire educational program of eligible schools in high poverty areas	$ 0
Title I, Part A: Alternative Supports Purpose: Help educationally disadvantaged students in eligible schools achieve grade level proficiency	$ 0
Title I, Part A: Program Improvement - Professional Development Purpose: Improve teaching and learning at schools within districts that have been identified for Program Improvement (PI)	$ 0
Total amount of federal categorical funds allocated to this school	$ 0

Appendix B: School Site Council (SSC) Membership

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 current make-up of the council is as follows:

Names of Members	ROLE*
Amy Youngman	Chairperson, Parent Representative
Misha Chellam	Vice-Chairperson, Parent Representative
Carl Randecker	Secretary, Parent Representative
Emily Grunt	Parent Representative
Kim Weberg	Parent Representative
Tara Shelton	Staff - Paraprofessional
Glenn Aitkens	Staff - Teacher
Regina delRosario	Staff - Teacher
Sarah Hinds	Staff - Teacher
Greg Sahakian	Staff - Administrator

*Principal, Classroom Teacher, Other School Staff, Parent/Guardian or Community Member, Student
50% of the SSC is elected parents and community members and 50% is elected school staff.

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter.The council shall be composed of the principal and representatives: 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.

At the elementary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel; and (b) parents or other community members selected by parents.

At the secondary level the council shall be constituted to ensure parity between (a) the principal, classroom teachers and other school personnel and (b) equal numbers of parents or other community members selected by parents, and pupils.

Site Validation Questions

1.   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. Be sure to include how members of SSC and ELAC were involved:

For parent representatives, SSC meetings are regularly scheduled and advertised. Announcements and agenda postings are made in advance of each meeting. Meetings are open to all community members. Staff and SSC input were actively solicited in the development and revision of the SPSA.

2.   Does the race/ethnic/primary language composition of the SSC reflect your school population? If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

The SSC does not fully reflect our school population's demographics, despite efforts to reach out to a broad range of the community. Parent representatives are posted on the school website. Meetings are open to all community members, and announcements for meetings are sent out schoolwide. Outreach to parents in an effort to establish an ELAC has and will continue, until an ELAC is established.

Appendix C: Title 1 Schoolwide Program Plan

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:
http://www.cde.ca.gov/sp/sw/rt/ and http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc
__The corresponding Title 1 funded elements of the SPSA above should be highlighted.__

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

Appendix D: Innovative Program Review of Progress - Guiding Questions

Innovative Programs annually complete a Review of Progress process that, effective 2015-16, is consolidated with the SPSA. Following are guiding questions that must be addressed by each Innovative Program within the SPSA, with expanded data and narrative as needed. Next to each question the page(s) are noted where the answer can be found in the body of the SPSA.

Setting the Stage
1. When and why did the program start?
2. What is the vision and mission of the program?
3. What are the goals of the program?
4. What are the student performance expectations resulting from being a different type of program?
5. How will the program measure progress towards goals?
6. How will the school know that students are learning?
   a. What will this look like in the classrooms?
7. How will the school know whether students are engaged?
   a. What will this look like in the classrooms?
8. Identify the types of data that will be used to collect, disaggregate, analyze, and report student performance?
9. How will the program encourage parental and community input and involvement?

Leading for High Performance
1. How is the stated vision and mission related to student needs, current educational research and the belief that all students can achieve at high levels? Evidence?
2. How do all students participate in a rigorous, relevant, and coherent standards-based curriculum that supports the design of the program? Evidence?
3. To what extent do all students receive appropriate support and have access to a system of personal support services, activities, and opportunities? Evidence?
4. To what extent do teachers use a variety of strategies, resources, and experiences beyond the textbook and classroom that actively engage students, emphasize higher order thinking skills, and help students succeed at high levels? Evidence?
5. To what extent do teachers analyze data collaboratively? Evidence?

Theory of Action
1. Given the current reality, what is the Theory of Action?
2. Based on the data and Theory of Action, what are the SMARTe goals for student performance in ELA and math?
3. Based on the data and Theory of Action, what are the SMARTe goals for closing the access and achievement gap?

Improving our Teaching Practices
1. Describe, summarize, and analyze the identified data related to student academic achievement. Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?

3. What effective strategies are used to evaluate student learning and engagement?
4. To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set?
5. How are teachers provided feedback on instructional practices to improve instruction?
6. How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead
1. Identify and discuss significant accomplishments. What learning and surprises emerged?
2. Identify and discuss the areas that need improvement. Why?
3. Given the successes and mistakes this year, what will be changed next year? How will things be done differently?
4. Discuss how the program has changed over time.

2022-23 SPSA Expenditures Table

For each stratgy/activity list the amount(s) and funding source(s) for the proposed expenditures for the school year to implemetn these strategies/activities. Proposed expenditures that are included more than once in the SPSA should reference all goals and strategies/activities where the expenditure first appears in the SPSA.

Site Budget Allocations

	LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1	Magnet/ Innovative
Site Budget Allocations	$25,835.00		$3,572.00		

Summary of Expenditures to Achieve Site-specific Goals

Strategy/ Activity Number(s)	Target Student Group(s)	Expenditure Amount						Expenditure Type	Description
		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	In Lieu of Title 1 OR Title 1	Magnet/ Innovative	PTA/ Donation/ After School Program grant		
2.A4	Other: Students neeing Reading Intervention support	.14 FTE		.06 FTE			.55 FTE	2000s, 3000s	Intervention Para (0.75 FTE, Salary & Benefits)
2.A1-2.A4	All students							1000s	Subs for Assessments (36 days)
2.A1-2.A4	All students							1000s	Teacher hourly pay (40 hours)
2.A1-2.A4	All students							1000s	Benefits (certificated, for hourly and subs)
2.A1-2.A4	All students							2000s, 3000s	IA Hourly pay (40 hours)
2.A1-2.A4, 4.A2, 4.A3	All students							5000s	Duplication
4.A2, 4.A3	All students							5000s	General Supplies
4.A2, 4.A3	All students							5000s	Postage
	TOTAL	$0.00		$0.00					

KEY	FOR TABLE	HINTS
		Object Code Hints
Expenditure Types	Certificated Salary	(1000s)
	Classified Salary	(2000s)
	Benefits	(3000s)
	Materials/Supplies	(4000s)
	Services	(5000s)
Target Student Group(s)	All Students	
	SED Students	Socioeconomically Disadvantaged
	SWD	Students with Disabiilties
	ELL	English Language Learners
	UND	Unduplicated (EL and SED)
	Foster Students	
	Homeless Students	
	Varies	List one or more subgroups by race/ethnicity
	Other	

Edison School
2022-23 SPSA Recommendations and Assurances

The school site council recommends this school plan and its related expenditures to the district governing board for approval, and assures the board of the following:

1. The school site council is correctly constituted, and was formed in accordance with district governing board policy and state law.
2. The school site council reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the school plan requiring board approval
3. The school site council sought and considered all recommendations from the following groups or committees before adopting this plan
(Check those that apply):

____ School Advisory Committee for State Compensatory Education Programs

____ English Learner Advisory Committee

____ Community Advisory Committee for Special Education Programs

_X__ Other (list) - Edison Staff Instructional Leadership Team

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon 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.
6. This school plan was adopted by the school site council on: .

Attested:

Greg Sahakian
Typed name of school principal

Signature of school principal

5/24/22
Date

Amy Youngman
Typed name of SSC Chairperson

Signature of SSC Chairperson

5/25/22
Date