



2023-2024

Edison Elementary

School Plan for Student Achievement

This School Plan for Student Achievement (SPSA) is a plan of actions to raise the performance of all students. The SPSA contains the following:

Needs Assessment:

- School Demographics
- English Language Arts
- Mathematics
- English Learners
- Culture/Climate Domain
- SPSA Effectiveness

Accountability Measure I: Increase Achievement:

- Core Programs (ELA, Writing, Math)
- Interventions
- Transitions

Accountability Measure II: School Climate

Accountability Measure III: Professional Development

- Professional Development
- Teacher Involvement

Accountability Measure IV: Parents and Community Involvement Assurances

- School Budget for Categorical Programs
- SSC Membership
- ELAC Membership
- ELAC Recommendations
- Assurances, Approval and Signatures

The School Site Council (SSC) completed a comprehensive needs assessment, including analyses of student performance in relation to the state

academic content standards. In order to provide supplemental interventions, the SSC analyzed the academic performance of all students and subgroups, and it considered the instructional program's effectiveness for at-promise students.

The School Site Council aligns the Long Beach Unified School District's Strategic Plan and LCAP into the SPSA. The LCAP Goals are presented at: http://www.lbschools.net/Departments/Local_Control/. The LCAP Federal Addendum is presented at: http://www.lbschools.net/Departments/EACCR/lea_plan.cfm.

Education Code 52062 (4) requires that the superintendent of the school district review school plans for schools within the school district and ensure that the specific actions included in the local control and accountability plan or annual update to the local control and accountability plan are consistent with strategies included in the school plans submitted.

The LBUSD Strategic Plan (2017-2022), which can be viewed at http://www.lbschools.net/Departments/Strategic_Planning/, has the following goals:

- Ensure equitable opportunities for every student
- Provide a safe, welcoming, respectful and rigorous learning environment for every member of the school community.
- Promote academic growth for every student.
- Establish college and career readiness for every student.
- Support effective communication throughout the district.

In addition, the SSC recognizes following recommendations made by the District Community Advisory Committee (DCAC) and the District English Learner Advisory Committee (DELAC):

DCAC Recommendations:

Recommendation 1: Teachers/school staff train parents in English Language Arts, Math, and other critical topics (such as A-G, SAT, PSAT, Career Pathways, SBAC, etc.) in order for parents to assist students to succeed in school.

Recommendation 2: Execute technology purchases to bring computers up-to-date to meet students' needs. Also, provide parent training in the computer programs and applications that are used in school so parents can assist their children at home.

Recommendation 3: Create parent leadership programs for all parents, with an emphasis on assisting early childhood/preK parents to introduce the LBUSD system.

Recommendation 4: Create additional, continuous training for all teachers to better serve special education students, African American students,

Pacific Islander students, at-risk students, long-term English Learners, and English Learners (specifically emphasizing reclassification training).

Recommendation 5: Provide prevention and intervention support and services to continue to reduce the achievement gap for special education students, African American students, Pacific Islander students, long-term English Learners, English Learners, and other at-risk students.

Recommendation 6: Provide more parent involvement and parent education training at all schools, including sending parent participants to conferences in order to empower and train parent leaders.

Recommendation 7: Create and provide a more inviting, safe and welcoming climate/community atmosphere at all sites for all cultures, parents and students.

Recommendation 8: Re-establish district Parent Centers and encourage sites to establish a parent center/parent resource room to better engage and serve parents.

Recommendation 9: Expand Female and Male Leadership programs at schools to provide more opportunity for under-represented students.

Recommendation 10: Expand tutoring and other intervention programs that emphasize content-specific instruction to meet the individual needs of non-proficient students, including before/after school, Saturday school, “double dose” courses, and Summer school, also considering preK students.

Recommendation 11: Expand Summer School opportunities, especially for “transition” grade levels. Explore adding social-emotional and growth mindset instruction for summer programs.

Recommendation 12: Work with college partners to provide quality transitional counseling and mentoring services to students, including goal setting, course planning and guidance from current college students.

Recommendation 13: Expand programs of instruction to the educational system to new families, including civics education.

Recommendation 14: Ensure that school sites have resources that are necessary to implement recommended programs, especially programs designed to close the achievement gap.

Recommendation 15: Provide workshops on values and character building that contribute to a safe, civil and productive school.

DELAC Recommendations:

1. Monitor the implementation of the district’s comprehensive English Language Development (ELD) program in grades K-12th addressing language and academic needs of a diverse EL population from newcomers to Long Term English Learners.
2. Continue to identify students in need of interventions in English language arts focusing on reading comprehension and math in order to provide individualized services for these students;

3. Provide and implement research-based intervention programs either before, after school and/or during summer months to ensure that all EL students' academic needs are being targeted and met through supplementary instructional programs;
4. Support a welcoming environment which includes bilingual office staff who speak the language and understand the services and resources available for parents and ELs at sites with high EL population; and staff to focus on a more personal approach when working with parents;
5. School sites need to invest time in parents and need to do a better job in providing communication between school and parents;
6. Provide and implement and monitor/assess highly effective instructional intervention programs in developing oral language proficiency, reading and writing in English for all ELs, RFEPS and LTELs; to include an update to parents and other advisory committees on what programs and services are being provided at schools sites to address;
7. Provide parent workshops to build capacity on specific topics such as LCFF, LCAP and SSC to better understand how each functions;
8. Create additional continuous trainings for all teachers to better serve English Learners, Long Term English Learners and RFEPS in Math, English and English Language Development (ELD);
9. Continue to implement high quality teacher training for all adopted textbook series, with special emphasis on the new ELD curriculum adoption;
10. Continue to explore programs at sites that address the social/emotional development and well-being of all students, including English Learners
11. District to continue to promote parental engagement and to motivate parents to become more involved in their children's education and to increase opportunities for parents to attend parent workshops to ensure that they can support their children at home;
12. Provide more parent involvement and parent education training at all schools, including sending DELAC representatives to conferences in order to empower and train parent leaders;
13. Expand tutoring and other intervention programs that are content-specific to meet the student's identified needs including special education students;
14. Collaborate with our neighboring universities to coordinate mental health workshops for parents and students
15. Establish a structured program that is implemented districtwide for tutoring EL students (before, after-school) which ensures that teachers are delivering high-quality lessons addressing the needs of EL students. In addition, district to monitor these programs to ensure effective implementation as intended and are having a positive impact for EL students.
16. Continue to support the implementation and expansion of bilingual pathway programs with the passage of Proposition 58; not limited to only dual immersion programs but also to include developmental bilingual educational programs
17. To access the periodic review of the authorized and agreed upon DELAC recommendations in order to understand the effectiveness of programs and services for EL students

The SSC recognizes the importance of **Parent and Family Engagement** and emphasizes LBUSD Board Policy 6020.1, which contains the

following fifteen components:

1. Involving parents/guardians in the joint development of the district's planning efforts for providing programs that increase the academic quality of schools and including parents in the process of school review and improvement;
2. Consulting on an ongoing basis with parents/guardians concerning the manner in which the school and parents/guardians can work together to identify objectives, plan, design, implement, and evaluate school programs to ensure student academic achievement and school performance;
3. Providing the coordination, technical assistance, and other support necessary to assist schools in planning and implementing effective parent/family involvement activities to improve student academic achievement and school performance; at least 1 percent of the district's Title I, Part A funds will be reserved for parental involvement and 95% of those funds will be distributed to schools, where parents of Title I students shall be involved in the decisions to be used for parental involvement programs;
4. Supporting the efforts of parents/guardians in working with their children to understand/attain the State Academic Content and Performance Standards, assessments being used, the requirements of Title I, Part A, and the monitoring of their children's progress and work with teachers to improvement achievement and social development;
5. Building parent capacity for meaningful parental involvement and providing opportunities to help parents/guardians strengthen their parenting and literacy skills to improve their child's academic success and social development, including, but not limited to, such topics as ensuring appropriate learning conditions at home, helping their child at home with schoolwork, and fostering a growth mindset, self-efficacy and self-management skills.
6. Ensuring that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format, and to the extent practicable, in a language the parents can understand; when 15 percent or more of the student population at the district or school site speak a single primary language other than English, all notices, reports, statements, or records sent to a parent/guardian of any such student by the school or school district, are in addition to being written in English, written in the primary language(s);
7. Informing parents/guardians of participating children of the (a) reasons their children are participating in the program(s), (b) specific instructional objectives and methods of the program(s), and (c) the academic performance of their child's school and of the options they have to ensure appropriate educational placement of their student;
8. Training parents/guardians and teachers to build a partnership between home and school to increase student achievement and promote effective two-way communication in a language all parents can understand; providing School-Home Compacts that set out the respective responsibilities of the school staff, parents and students in striving to raise student achievement;
9. Encouraging parents/guardians to assume school and district leadership roles in governance, advisory, and advocacy decision-making processes; providing parents with an opportunity to submit dissenting views to the district if a school's parent involvement guideline s or Single Plan for Student Achievement are not acceptable to them;

10. Providing professional development for teachers, pupil services personnel, principals and other staff, with the assistance of parent input, on ways to reach out to, communicate with and implement parent programs that build partnerships between parents and the schools;
11. Involving parents/guardians in annual evaluations of the content, effectiveness, and relevance of the District's Parent Involvement Policy and Parent Involvement Guidelines at the school site level in improving the academic quality of the schools, including identifying barriers to greater student achievement and using the findings of such evaluations to design strategies for more effective involvement of parents and families and uses the findings of the evaluation to design more effective parental involvement and revise the policy, as necessary;
12. Coordinating and integrating Title I, Part A parental involvement programs and strategies with parent involvement strategies of other programs, including with the district's Child Development Centers (CDC), Head Start, and other preschool programs that encourage parent participation, seamless transitions and greater success of preschoolers;
13. Coordinating and maintaining Parent Resource Centers (as budget allows) that provide literacy training, home-learning activities, and the guidance parents need to support their child's academic success.
14. Helping parents/guardians acquire needed services through identified school district and community resources; providing other reasonable support for parent involvement activities as parents may request;
15. Establishing a district parent advisory council (DCAC) with representatives from each school, to provide advice or input on matters related to parent involvement, allotted Title I funds at the school site level and awareness of funded programs.

Conclusions from the needs assessment were used to prioritize supplemental programs, materials, professional development, targeted interventions, and other activities that will strengthen the school's academic achievement, close the achievement gap, and provide a safe, civil and productive school.

English-Language Arts

Written Analysis - ELA Findings

Written Analysis

Edison scores on the English Language Arts SBAC assessment were subpar. However, compared to other similar schools in Long Beach student scores were comparable. Overall scores Edison 17% higher.

At Edison our one source of data that provides us with school year academic progress is the i-Ready assessment that's given in September, February and June.

According to the September i-Ready scores Edison overall scores in ELA are 17% (11%) 3+ Gr. level below, 32% (22%) 2 Gr. level below, 40% (39%) 1 Gr. level below, 8% (15%) early on Gr., and 3% (13%) at mid/above Gr.

Edison scores on the English Language Arts SBAC assessment were subpar. However, compared to other similar schools in Long Beach student scores were comparable. Overall scores Edison 11% higher in Not Met, 6% higher in Nearly Met, equal in number of students that Met and 16% lower in number of exceeded.

3rd grade 2023 54% /2022 53% /2021 (35%) NM, 2023 21% /2022 32% /2021 (22%) N, 2023 17% /2022 15% /2021 (20%) M, 2023 8% 2022 0% /2021 (23%) Exc. Overall 25% Prof. 10% increase

4th grade 2023 47% /2022 41% /2021 (33%) NM, 2023 26% /2022 32% (22%) N, 2023 15% /2022 16% /2021 (21%) M, 2023 12% /2022 11% /2021 (24%) Exc. Overall 27% Prof. 1% increase

5th grade 2023 26% /2022 37% /2021 (28%) NM, 2023 24% /2022 18% /2021 (20%) N, 2023 41% /2022 36% /2021 (29%) M, 2023 9% /2022 9% /2021 (23%) Exc. Overall 50% Prof. 5% increase

AA 2023 38% / 2022 52% /2021 (48%) NM, 2023 35% /2022 24% /2021 (21%) N, 2023 19% /2022 17% /2021 (19%) M, 2023 8% /2022 7% /2021 (12%) Exc. Overall 27% Prof. 3% increase

ELL 2023 54% /2022 56% /2021 (58%) NM, 2023 22% /2022 29% /2021 (24%) N, 2023 19% /2022 15% /2021 (14%) M, 2023 5% /2022 0% /2021 (4%) Exc. Overall 23% Prof. 10% increase

English-Language Arts

Written Analysis - ELA Goals

Written Analysis

Edison teachers will participate in a number of professional development in ELA support specifically in the area phonics (Daily 30), small group instruction & differentiation and as a result there will be an increase in ELA students attaining Met or Exceeded on SBAC ELA as noted below on our goals. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison State of the School presentation.

By June 2023, 40% of Edison students in grades 3-5 will have met or exceeded SBAC ELA achievement.

By June 2023, 36% of Hispanic students in grades 3-5 will meet or exceed.

By June 2023, 29% of African American students in grades 3-5 will meet or exceed.

By June 2023, 20% of ELL students in grades 3-5 will meet or exceed.

By June 2024, 39% of Edison students in grades 3-5 will have met or exceeded SBAC ELA achievement.

By June 2024, 40% of Hispanic students in grades 3-5 will meet or exceed.

By June 2024, 31% of African American students in grades 3-5 will meet or exceed.

By June 2023, Edison students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on the ELA i-Ready, Edulastic Unit and other district assessments.

By June 2023, 60% Edison 1-5 students will meet their i-Ready ELA typical score.

By June 2023, 45% of Edison students in grades K-5 will be proficient on the Edulastic ELA unit assessments.

By June 2023, 70% of students in grades TK - 2nd will be at or above grade level in overall foundational reading skills.

By June 2024, Edison students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on the ELA i-Ready, Edulastic Unit and other district assessments.

By June 2024, 60% Edison students will meet their i-Ready ELA typical score.

By June 2024, 45% of Edison students in grades K-5 will be proficient on the ELA unit assessments.

By June 2024, 75% of students in grades K - 2nd will be at or above grade level in overall foundational reading skills.

Kinder 77% 59% (Similar Schools)

First 49% 57% SS

Second 45% 63% SS

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Findings

Written Analysis

At Edison our one source of data that provides us with school year academic progress is the i-Ready assessment that's given in September, February and June.

According to the September i-Ready scores Edison overall scores in Math are 19% (12%) 3+ Gr. level below, 36% (26%) 2 Gr. level below, 42% (49%) 1 Gr. level below, 2% (9%) early on Gr., and 0% (5%) at mid/above Gr.

Edison scores on the Math SBAC assessment were subpar. However, compared to other similar schools in Long Beach student scores were comparable. Overall scores Edison 3% Higher

3rd grade 2023 49% /2022 64% /2021 (34%) NM, 2023 23% /2022 21% /2021 (25%) N, 2023 25% /2022 11% /2021 (24%) M, 2023 4% /2022 3% /2021 (17%) Exc. Overall 28% 14% Higher

4th grade 2023 36% / 2022 41% /2021 (31%) NM, 2023 37% /2022 33% /2021 (31%) N, 2023 21% /2022 15% /2021 (22%) M, 2023 7% /2022 11% /2021 (15%) Exc. Overall 27% 2% Higher

5th grade 2023 53% /2022 48% /2021 (39%) NM, 2023 30% / 2022 30% /2021 (27%) N, 2023 8% /2022 11% /2021 (17%) M, 2023 9% /2022 11% /2021 (17%) Exc. Overall 18% 5% decrease

AA 2023 42% / 2022 62% /2021 (52%) NM, 2023 38% /2022 21% /2021 (28%) N, 2023 19% /2022 17% /2021 (14%) M, 2023 0% /2022 0% /2021 (7%) Exc. Overall 19% 2% increase

ELL 2023 55% /2022 62% /2021 (57%) NM, 2023 28% /2022 31% /2021 (29%) N, 2023 15% /2022 6% /2021 (11%) M, 2023 8% /2022 1% /2021 (3%) Exc. Overall 17% 13% increase

Comprehensive Needs Assessment

Mathematics

Written Analysis - Math Goals

Written Analysis

Edison teachers will participate in a number of professional development in Math support specifically teachers in grades 3-5 in the area of the 5Es (Engage, Explore, Explain, Elaborate, Evaluate) Additionally, small group instruction & differentiation and as a result there will be an increase in Math students attaining Met or Exceeded on SBAC Math as noted below on our goals. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison State of the School presentation.

By June 2024, 60% Edison students will meet their i-Ready math typical score.

By June 2024, 67% of Edison students in grades K-5 will be proficient on the Math unit assessment.

By June 2024, 28% of Edison students in grades 3-5 will have met or exceeded SBAC math achievement.

By June 2024, 28% of Hispanic students in grades 3-5 will met or exceeded.

By June 2024, 23% of African American students in grades 3-5 will met or exceed

Hispanic students in grades 3-5 will cut the achievement gap by 50% or more.

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Findings

Written Analysis

Comprehensive Needs Assessment

English Learners

Written Analysis - English Learner Goals

Written Analysis

What evidence is there that each student at Edison is receiving an excellent and equitable opportunity to learn purposefully in a safe and welcoming learning environment focused on active participation strategies [students interact with and reflect content (U3)] that centers caring, trustworthy and respectful relationships thus feeling that they matter and belong (U6) to our school community?

Chronic Absenteeism: ELL Above 7.6% 2020 20.9% (39) 2021 24.6% (44) 2022 18.7% (32)

By June 2023 ELL students will show improvement in chronic absenteeism from 24.6% to 12%.

Attendance Rate English Learner Below 96% 2020 94.3% (21249) 2021 90.6% 2022 92.8%

By June 2023 ELL students will show improvement in absenteeism from 90.6% to 97%.

Edison teachers will participate in a number of professional development on EL support specifically in the area of small group instruction & differentiation and as a result there will be an increase in ELPAC scores (one years growth in language proficiency) ELA students attaining Met or Exceeded on SBAC ELA as noted below on our goals. Additionally, teachers and support staff will use the ELLEVATION computer program platform for targeted ELD lessons and progress monitor regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison Collaborative Goals and Data Study presentation.

By June 2023 each ELL student at Edison will have made one years growth in their English performance level according to the ELPAC assessment.

SBAC ELA ELL: Met + Exceeded	Below 35.4%	15% (13)
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By June 2023 20% of ELL students will meet or exceed proficiency on the SBAC.

SBAC Math ELL: Met + Exceeded	Below 30.4%	7% (6)
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By June 2023 15% of ELL students will meet or exceed proficiency on the SBAC.

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Findings

Written Analysis

Edison teachers will participate in a number of professional development in social emotional learning and as a result there will be an increase in students favorably answering culture climate survey question on the Pulse Survey (Gr. 4-5), CORE survey (Gr 3-5) and Edison Ad Hoc survey (Gr. 2-5) to address the goals identified below. With the use of the Panorama platform, data will be used to progress monitor regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison Collaborative Goals and Data Study presentation.

As per the 2023 CORE survey administered to grades 3-5, students demonstrated low scores in the areas of school safety and sense of belonging.

By June 2024, overall Safety & Sense of Belonging as indicated on the CORE survey will increase by 10% from 67% to 77% to meet or exceed district average of 69%. (74% -4%) Survey results

1. Q.1: Do other kids hit or push you at school when they are not just playing around? -16 (55%)
2. Q.2: Do other kids at school spread mean rumors or lies about you? -19 (59%)
3. Q.3: I hear students use bad words at my school. -33 (81%)

By June 2024 overall student Responsible Decision Making as indicated on the CORE survey will increase by 10% from 62% to 72% to meet or exceed district average. (74% +2%) Survey Results

1. Q.5: During the past 30 days...I stayed calm even when others bothered or criticized me. -9 (54%)
2. Q.5: During the past two weeks...I calmed myself down when upset. -12 (57%)

Comprehensive Needs Assessment

Culture/Climate Domain

Written Analysis - Culture/Climate Goals

Written Analysis

Edison students will increase their sense of identity, agency and belonging by the implementation of student committees, teams, clubs and through social emotional learning via Edison Mentorship Program and classroom instruction.

Social Emotional Learning goal(s):
By June 2024, overall Safety & Sense of Belonging as indicated on the CORE survey will increase by 10% from 67% to 77% to meet or exceed district average of 69%.

- 1. Q.1: Do other kids hit or push you at school when they are not just playing around? -16 (55%)
- 2. Q.2: Do other kids at school spread mean rumors or lies about you? -19 (59%)
- 3. Q.3: I hear students use bad words at my school. -33 (81%)

By June 2024 overall student Responsible Decision Making as indicated on the CORE survey will increase by 10% from 62% to 72% to meet or exceed district average.

- 1. Q.5: During the past 30 days...I stayed calm even when others bothered or criticized me. -9 (54%)
- 2. Q.5: During the past two weeks...I calmed myself down when upset. -12 (57%)

Transformational Action Steps:

Culture/Climate goal(s):
By June 2024, Edison School will meet or exceed 97% attendance rate.
By June 2024, Edison School will decrease its chronic absenteeism by 19% from 39% to 20%

Comprehensive Needs Assessment

SPSA Effectiveness

SPSA Effectiveness	
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Area	Prior Year Goal	Status	Data Analysis of Goal Attainment and Selected programs and services that impacted goal attainment	For this school year, what modifications may be planned for programs and services to have more positive impact on current year goals
ELA	<p>1) By June 2023, 70% of students in grades TK - 2nd will be at or above grade level in overall foundational reading skills.</p> <p>2) By June 2023, Edison students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on the ELA i-Ready, Edulastic Unit and other district assessments.</p> <p>By June 2023, 60% Edison 1-5 students will meet their i-Ready ELA typical score.</p> <p>By June 2023, 45% of Edison students in grades K-5 will be proficient on the Edulastic ELA unit assessments.</p> <p>3) Edison teachers will participate in a number of professional development on ELA</p>	Goal Partially or Not Met	The 2022-2023 school year Edison has been impacted by its poor attendance. Last year we reported a 39% Chronic absenteeism. In TK and Kinder we were hit with a 60% chronic absenteeism rate.	<p>For the 2023 - 2024 school year Edison will continue to provide our students with Tier I classroom interventions by differentiation of instruction, Literacy Specialist support and after school/agency tutoring in the areas of ELA and Math.</p> <p>Furthermore, classroom teachers in grades TK-2 will be attending QCI PD meetings in research based phonics instruction (Daily 30 Decoding) and classroom teachers in grades 3-5 will be attending QCI PD meetings in research based math strategies (5E's).</p>

support specifically in the area of small group instruction & differentiation and as a result there will be an increase in ELA students attaining Met or Exceeded on SBAC ELA as noted below on our goals. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison Collaborative Goals and Data Study presentation.

By June 2023, 40% of Edison students in grades 3-5 will have met or exceeded SBAC ELA achievement.

By June 2023, 36% of Hispanic students in grades 3-5 will meet or exceed.

By June 2023, 29% of African American students in grades 3-5 will meet or exceed.

By June 2023, 20% of ELL students in grades 3-5 will meet or exceed.

<p>Math</p>	<p>1) By June 2023, 31% of Edison students in grades 3-5 will have met or exceeded SBAC math achievement.</p> <p>By June 2023, 26% of Hispanic students in grades 3-5 will meet or exceed.</p> <p>By June 2023, 22 % of African American students in grades 3-5 will meet or exceed</p> <p>By June 2023, 12% of ELL students in grades 3-5 will meet or exceed.</p> <p>2) By June 2023, Edison students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on the Math i-Ready, Edulastic Unit and other district assessments.</p> <p>By June 2023, 65% of Edison 1-5 students will meet their i-Ready math typical score.</p> <p>By June 2023, 67% of Edison students in grades K-5 will be proficient on the Edulastic Math unit assessment.</p>	<p>Goal Partially or Not Met</p>	<p>The 2022-2023 school year Edison has been impacted by its poor attendance. Last year we reported a 39% Chronic absenteeism. In TK and Kinder we were hit with a 60% chronic absenteeism rate.</p>	<p>For the 2023 - 2024 school year Edison will continue to provide our students with Tier I classroom interventions by differentiation of instruction, Literacy Specialist support and after school/agency tutoring in the areas of ELA and Math.</p> <p>Furthermore, classroom teachers in grades TK-2 will be attending QCI PD meetings in research based phonics instruction (Daily 30 Decoding) and classroom teachers in grades 3-5 will be attending QCI PD meetings in research based math strategies (5E's).</p>
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2022 18.7% (32)

By June 2023 ELL students will show improvement in chronic absenteeism from 24.6% to 12%.

3) Edison teachers will participate in a number of professional development on EL support specifically in the area of small group instruction & differentiation and as a result there will be an increase in ELPAC scores (one years growth in language proficiency) ELA students attaining Met or Exceeded on SBAC ELA as noted below on our goals. Additionally, teachers and support staff will use the ELLEVATION computer program platform for targeted ELD lessons and progress monitor regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison Collaborative Goals and Data Study presentation.

By June 2023 each ELL student at Edison will have made one years growth in their English performance level according to

attending QCI PD meetings in research based math strategies (5E's).

	<p>the ELPAC assessment.</p> <p>SBAC ELA ELL: Met + Exceeded Below 35.4% 15% (13)</p> <p>By June 2023 20% of ELL students will meet or exceed proficiency on the SBAC.</p> <p>SBAC Math ELL: Met + Exceeded Below 30.4% 7% (6)</p> <p>By June 2023 15% of ELL students will meet or exceed proficiency on the SBAC. 4) What evidence is there that each student at Edison is receiving an excellent and equitable opportunity to learn purposefully in a safe and welcoming learning environment focused on active participation strategies [students interact with and reflect content (U3)] that centers caring, trustworthy and respectful relationships thus feeling that they matter and belong (U6) to our school community?</p>			
Culture/Climate	1) Edison teachers will participate in a number of professional development in	Goal Partially or Not Met	The 2022-2023 school year Edison has been impacted by its poor attendance. Last year we reported	For the 2023 - 2024 school year Edison will continue to provide our students with Tier I classroom interventions by differentiation of

social emotional learning and as a result there will be an increase in students favorably answering culture climate survey question on the Pulse Survey (Gr. 4-5), CORE survey (Gr 3-5) and Edison Ad Hoc survey (Gr. 2-5) to address the goals identified below. With the use of the Panorama platform, data will be used to progress monitor regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison Collaborative Goals and Data Study presentation.

Edison students will increase their sense of identity, agency and belonging by the implementation of student committees, teams, clubs and through social emotional learning via Edison Mentorship Program and classroom instruction.

Social Emotional Learning goal (s):
By June 2023, overall Safety & Sense of Belonging as indicated on the CORE survey will increase by 10% from 67% to 77% to meet or exceed district

a 39% Chronic absenteeism. In TK and Kinder we were hit with a 60% chronic absenteeism rate.

instruction, Literacy Specialist support and after school/agency tutoring in the areas of ELA and Math.

Furthermore, classroom teachers in grades TK-2 will be attending QCI PD meetings in research based phonics instruction (Daily 30 Decoding) and classroom teachers in grades 3-5 will be attending QCI PD meetings in research based math strategies (5E's).

average of 69%.

1. Q.1: Do other kids hit or push you at school when they are not just playing around? -16 (55%)

2. Q.2: Do other kids at school spread mean rumors or lies about you? -19 (59%)

3. Q.3: I hear students use bad words at my school. -33 (81%)

By June 2023 overall student Responsible Decision Making as indicated on the CORE survey will increase by 10% from 62% to 72% to meet or exceed district average.

1. Q.5: During the past 30 days...I stayed calm even when others bothered or criticized me. -9 (54%)

2. Q.5: During the past two weeks...I calmed myself down when upset. -12 (57%)

Transformational Action Steps:

Culture/Climate goal(s):

By June 2023, Edison School will meet or exceed 97% attendance rate.

By June 2023, Edison School will

decrease its chronic absenteeism by half from 32% to 16%.		
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Program Impact

Program	ELA Impact	Math Impact	EL Impact	Climate Impact
Teachers and support staff will continue their professional development at grade level release planning days. During grade level release planning days teachers and staff will use student data to drive their instruction and interventions. This will be done by planning effective lessons that offer students support with meeting the standards and performing at a proficient level in both district assessment and SBAC ELA/Math state tests. Other planning may also take place such as: unit/lesson studies, goal setting, analyze student data, progress monitoring, professional development and other planning related to professional growth. (PD 1)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
As per the CORE Survey many of our students are having a hard time with self management skills. To support these skills Edison provides each of our fourth and fifth graders with planners to stay organized with tasks, reduce stress, increase productivity, easier for parents to support and track school related homework, and easier for teachers to assist with school management and responsibility. (PI 2)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful
Provide for a 60% counselor (20% site, 40% District). Job duties to include: monitor attendance and communicate with families to ensure student success; assist in analysis of learning challenges of at-risk students and assist teacher, student, and parent to develop an action plan to ensure student success; identify students in need of behavioral interventions and provide resources necessary to improve students' successful interactions with peers and adults; connect staff and parents with community resources; coordinate and participate in SSTs and IEPs to maximize student achievement; organize and lead counseling groups to assist students in need of academic and/or behavioral interventions. (IN 1)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful

Provide for a 100% intervention teacher (fully funded by site) to provide intervention support for students at-risk of retention, English Language Learners, and students not proficient in Foundational Reading Skills. Job duties include: provide targeted small group literacy instruction to students identified by multiple sources of data and teacher recommendations; implement weekly monitoring systems for students receiving intervention support; communicate weekly with classroom teachers to review students' progress toward achieving intervention support targets jointly developed by classroom and intervention teacher; provide supplemental resources for classroom teachers to support intervention work. (IN 3)	Somewhat Impactful	(Does not apply to this goal)	Somewhat Impactful	Somewhat Impactful
Recreation Aides will supervise students at all school common areas for their safety and well-being. They will also support our families with questions they may have as needed. (IN 2)	(Does not apply to this goal)	(Does not apply to this goal)	(Does not apply to this goal)	Somewhat Impactful
Ground Education is an organization that will bring the sciences to an outdoor classroom where students are provided with critical thinking, exploring and learning of the outdoor environment. Edison has a garden that is used by Ground Ed to plant their belief that nature spaces are teaching spaces where students can learn the important connections between healthy food, a vibrant community and environmental responsibilities. (IN 4)	Somewhat Impactful	Somewhat Impactful	Somewhat Impactful	Strong Positive Impact
Parents across the district are being asked to use technological devices to log into ParentVue to register for several district wide programs and surveys. At Edison we have many of our families that need assistance with technology and come to the office for one on one staff help. Using their personal cell phones has been a challenge for parents. Having a high quality laptop available for our parents will help facilitate the support we provide Edison families. Additionally at parent workshops a projector will also be needed since the one we currently have is old and often has technical problems. (PI 1)	Limited or no impact	Limited or no impact	Limited or no impact	Somewhat Impactful

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - English Language Arts		
Curriculum/Instruction	Assessments	Resources/Materials
All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in English Language Arts,	Students will participate in frequent and multiple formative and interim assessments within the grade level Unit of Instruction in both Reading and	Wonders / Maravillas (Dual Immersion) and associated ancillary materials McGraw-Hill

including the California English Language Development Standards for English learner students, with an intense focus on:

- Building disciplinary and conceptual knowledge through content rich nonfiction and informational text.
- Reading and Writing grounded in evidence from text.
- Regular practice with complex text and its academic vocabulary with intensity.

Through an Integrated Model of Literacy, K-2 students will participate in daily activities to include (a) Foundational Reading Skills (b) Listening and Learning, (c) Reading and Writing, (d) Instructional Differentiation in Reading and Writing and (e) Accountable Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students' progress and needs.

Through an Integrated Model of Literacy, 3-5 grade students will participate in daily activities to include (a) Reading, (b) Writing, (c) Research, (d) Instructional Differentiation of Reading and Writing and (e) Accountable Independent Reading and Writing.

- District generated, grade level Scope & Sequence and Units of Instruction will ensure all students are engaged in Common Core aligned classroom instruction processes.
- Teachers and students will monitor and adjust teaching and learning, guided by the systematic application of formative assessment practices to identify students'

Writing, including daily and unit performance tasks that require:

Students to demonstrate their understanding of texts and the “essential questions” by meeting grade level CCSS expectations for reading, listening, and language.

Students to demonstrate their ability to express their understanding by meeting grade level CCSS expectations for speaking, writing/drawing, and language.

Students demonstrate their comprehension of text through a “cold read” assessment, that includes citation of evidence in a written response.
K - 2: Foundational Reading Skills Assessment (FRSA)
3 – 5: Smarter Balanced Assessment Consortium summative Assessments

Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.

Content Area textbooks (e.g. Health, Science, Social Studies)

Supplemental Reading materials matched to students' instructional Reading level (Newsela)

Thinking Maps

Core5

ELlevation

iReady

progress and needs.

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Writing		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include Writing instruction designed to ensure that all students are prepared to write the following text types:</p> <ul style="list-style-type: none">• Arguments to support claims in an analysis of substantive topics/texts• Informative/explanatory texts to examine and convey complex ideas and information clearly and accurately• Narratives to develop real or imagined experiences or events <p>All K-5 classrooms will engage in frequent/daily Writing activities embedded into the grade level Scope and Sequence and Units of Instruction to include any of the following:</p> <ul style="list-style-type: none">• Reading to build knowledge for written pieces• Working through the writing process for all 3 text types including planning, revising, editing and publishing• Orally rehearsing using linguistic patterns• Writing routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences• Conferring with the teacher and other students	<p>Formative and Interim Writing assessments within the grade level Unit of Instruction, including:</p> <p>Daily Performance Activities such as: short constructed responses, analyses using evidence, multi-paragraph responses, essays</p> <p>“On Demand” Reading/Writing assessments</p> <p>Culminating Writing Task</p> <p>Research Task & Presentation</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>Write from the Beginning supplemental Writing program materials</p> <p>Informational text and literature selections to match the unit content for read aloud and/or small group or independent reading.</p> <p>Content Area textbooks (e.g. Health, Science, Social Studies)</p> <p>Newsela</p> <p>Thinking Maps</p>

Accountability Measure 1: Increase Achievement

Core Programs (ELA, Writing, Math)

Core Program - Math		
Curriculum/Instruction	Assessments	Resources/Materials
<p>All K-5 classrooms will include instruction designed to move all students towards mastery of grade-level California Common Core State Standards in Mathematics with particular attention to:</p> <ul style="list-style-type: none"> • Strategically focusing where the Standards focus • Coherence: think across grades and link to major topics within grades • Rigor: require conceptual understanding, procedural skill and fluency <p>All K-5 students will receive CCSS aligned instruction based on district developed Scope and Sequence (by grade level) and Units of Instruction (by grade level) that include the CCSS Math Standards and the CCSS Standards for Mathematical Practice.</p> <p>As part of the K-5 Units of Instruction, all K-5 students will engage in:</p> <ul style="list-style-type: none"> • Daily Math Routines • Math Tasks • Mathematical Discourse 	<p>Formative Assessment Lessons embedded into the Unit of Instruction</p> <p>End-of-Unit Assessment embedded into the Unit of Instruction</p> <p>SBAC Summative assessment (Grades 3-8)</p>	<p>HMH - GoMath Textbook Series</p> <p>Early Mathematics, A Resource for Teaching Young Children</p> <p>LBUSD Supplemental Instructional Resources</p> <p>ST Math</p>

Accountability Measure 1: Increase Achievement

Interventions

Interventions						
Identify Data and Describe Student Needs	ACTION Description of Scientifically-based Intervention	List the sub-groups served	Funding Source and Cost	Time Frame and Frequency of Program	Personnel Delivering the Intervention	Progress Monitoring
Teaching and custodial supplies. Basic Services 50, Other 50	Teachers and students have had extra expenses to support their teaching and learning. Such materials as student headphones, classroom printers, pencil sharpeners, laminbation film ext. Additonally custodial materials are also in need such as a new vacuum, paper towels, and other items that run out towards the end of the year. \$5,000 should cover the cost of these items.	All Staff, English Learners, Support Staff/Counselors	LCFF \$5,000 Materials - LCFF 100%	11/17/2023 - 06/13/2024 Other	Office Manager Principal Plant Supervisor	Office manager and Plant Supervisor will monitor these supplies so we can strategically plan its use for the remainder of the year. Basic Services 50, Other 50

<p>Students in grades TK-5 are in need and supported with academic success in science, math, ELA, and social studies. Culture-Climate Survey (Student-Staff) 40, Core Curriculum 30, Basic Services 30</p>	<p>Ground Education is an organization that will bring the sciences to an outdoor classroom where students are provided with critical thinking, exploring and learning of the outdoor environment. Edison has a garden that is used by Ground Ed to plant their belief that nature spaces are teaching spaces where students can learn the important connections between healthy food, a vibrant community and environmental responsibilities.</p>	<p>All Students, English Learners, Homeless, Identified At-Risk Students, Low SES, Special Education</p>	<p>Title 1 \$8,000 Services - Title 1 100%</p>	<p>08/30/2023 - 06/13/2024 Weekly</p>	<p>Ground Education Staff Principal</p>	<p>Garden lesson will be scheduled from October through June for every Edison classroom. Teachers and students will be asked to participate in an end of the year survey Culture-Climate Survey (Student-Staff) 40, Core Curriculum 30, Basic Services 30</p>
<p>Meet special needs student academic, behavioral, social emotional goals. Additionally provide students with needed accommodations and modifications to best access the curriculum. Core Curriculum 30, Basic Services 30, Other 40</p>	<p>Instructional Aide Specials are needed at Edison to assist teachers in general daily classroom activities, help special needs students meet their academic, behavior goals, and to care for their physical, emotional health and safety.</p>	<p>Other Targeted Students, Identified At-Risk Students</p>	<p>Title 1 \$17,977 Instructional Aide .2 FTE - Title 1 100%</p>	<p>08/30/2023 - 06/14/2024 Daily</p>	<p>Principal SDC Teacher</p>	<p>Daily monitoring of duties and expectations. Core Curriculum 30, Basic Services 30, Other 40</p>

<p>Due to the unique layout of the school at Edison, Recreation Aides will help with the many common areas at Edison to keep students safe. Culture-Climate Survey (Student-Staff) 50, Basic Services 50</p>	<p>Recreation Aides will supervise students at all school common areas for their safety and well-being. They will also support our families with questions they may have as needed.</p>	<p>All Parents, All Students</p>	<p>LCFF Rec \$58,486 Hourly - Recreation Aide (8) for 404 hours annually - LCFF Rec 100%</p>	<p>08/30/2023 - 06/14/2024 Daily</p>	<p>Recreation Leader Principal Counselor</p>	<p>Observational supervision and sign-in sheet. Culture-Climate Survey (Student-Staff) 50, Basic Services 50</p>
<p>According to CORE survey results there is a need to increase self-awareness, academic achievement, attendance and positive behaviors both in & out of the classroom. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 40, Other 10</p>	<p>Social emotional learning has been a focus at Edison. This year we have built two SEL Wellness rooms for students to enjoy during their recess time. Its purpose is to provide a peaceful space where students relax, play games of their choice, read, color/draw, work on puzzles, and/or make crafts to reduce stress and anxiety. Therefore feeling more valued and happier at school, boosting their confidence and academic performance.</p>	<p>All Students, Identified At-Risk Students, Other Targeted Students</p>	<p>Title 1 \$9,166 Hourly - Recreation Leader (1) for 175 hours annually - Title 1 100% Hourly - Recreation Aide (1) for 175 hours annually - Title 1 100%</p>	<p>08/30/2023 - 06/14/2024 Daily</p>	<p>Principal Counselor Rec. Aides</p>	<p>Monitor attendance rates and number of red slips/suspensions. Attendance/Chronic Absenteeism Rate 50, Culture-Climate Survey (Student-Staff) 40, Other 10</p>

Improvement in ELA and Math proficiency. SBAC ELA 20, Elementary Reading - FRSA 20, SEL Survey 10, Core Curriculum 50	SEL Coordinator will be used as an additional intervention Literacy and Math Specialist. They will use data to help identify students most at risk in grades 4th and 5th grade. Both push in and pull out models will be used to best meet the needs of Edison students.	African-American, All Students, English Learners, Identified At-Risk Students, Newcomers, Other Targeted Students	Title 1 \$85,379 Program Facilitator .5 FTE - Title 1 100%	08/30/2023 - 06/17/2024 Daily	SEL Coordinator	Teacher schedule of services, assessment scores SBAC ELA 20, Elementary Reading - FRSA 20, SEL Survey 10, Core Curriculum 50
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Accountability Measure 1: Increase Achievement

Program Description for Transitions

Accountability Measure 1: Increase Achievement

Program Description for Transitions

Program Description for Transitions		
Preschool Transition	Gr. 5 to MS Transition	Gr. 8 to HS Transition
Transitioning students from Preschool to Kindergarten	Each year in the spring, the middle school	As established in the Academic and Career

Students will be given a smooth transition from preschool programs to the regular elementary kindergarten program. Each preschool program will vary slightly but there will be an overarching theme of literacy and mathematics with parent training embedded. All children entering kindergarten and their parents will be given a chance to attend one of five district Annual Kindergarten Festivals which focus on the expectations of kindergarten students, information on registration, and math and literacy training for parents. The City of Long Beach has multiple agencies at the Festivals to inform parents about the services they provide to families. LBUSD offers a Kindergarten Readiness Guide for Parent that addresses readiness skills with activities and links.

The following programs have these preschool transitional pieces:

Special Education: When the student makes the transition from preschool to kindergarten, an IEP meeting is held to discuss the child's placement and what would be the best kindergarten setting to meet the student's needs. Each student with an IEP has a transitional placement plan included in their annual IEP to allow for a smooth transition from preschool to kindergarten. Whenever possible, the receiving kindergarten teacher will be invited to the transitional IEP to become acquainted with the child and the parents.

English Learners: All EL preschoolers will be given ELD instruction through Total Physical response (TPR) and Specially Designed Academic Instruction in English (SDAIE) strategies. Parents also receive training on expectations and the standards for kindergarten.

counselor visits each fifth grade classroom to explain to students the process of selecting program choices for middle school. This includes both the School of Choice and Program of Choice options, as well as the elective opportunities. During the same time frame, a parent meeting is provided whereby parents can learn the same information, and ask questions of the counselor. Both the elementary and middle school counselors collaborate to ensure that students receive the appropriate program. Both counselors are available to assist with any part of the process of matriculating students to their next school. The elementary counselor coordinates parent meetings presented by the local middle schools to assist parents with School of Choice application process.

Throughout the first few weeks of middle school, there are assemblies and lessons that inform the new students of the procedures and expectations. At many middle schools, an upper grade mentor is provided to each incoming 6th grade students, so that peer support is readily available.

An annual Education Celebration Event takes place in January as an opportunity for families to learn about middle school programs and speak with school and district personnel. All elementary and middle schools are represented at the Education Celebration. Family Information Nights are hosted at the middle school sites to provide families information about their campuses and programs.

Success Initiative, LBUSD is committed to preparing all students for college and the world of work. High School Choice is the first process for a smooth transition into high school. Beginning in the Fall of the 8th grade year, students begin the process of selecting which high school to attend for 9th grade. This process extends through the 8th grade year with high schools hosting 8th graders for "shadow days," where 8th graders attend classes with a paired high schooler to experience the high school campus. High schools also host parent information night as well as participate in a city-wide high school choice summit. In December, 8th graders complete an online application for their high school choice. Final placements are completed by February.

During the summer, each high school provides an extensive incoming freshman orientation which involves our upperclassmen assisting the new 9th graders. The orientation involves pre-registration into classes, issuance of textbooks, expectations, mentorship, relationship-building and a mock school day. The upperclassmen serve as mentors to the 9th graders in a formal manner to ensure a smooth transition, especially throughout the first semester.

Adults on campus, including skilled counselors, work with individual 9th graders to build relationships with students and to work on a path to graduation. Drop-in and referral counseling services are offered.

Head Start: Throughout the year, Head Start children participate in Kindergarten readiness activities designed to foster the development of the whole child, with an emphasis on language on literacy. Near the end of the year, children visit a Kindergarten classroom as a concrete transitional learning experience. Ten of the district's Head Start programs are located on elementary campuses, the close proximity results in ongoing collaboration between kindergarten and preschool teachers. Head Start children enrolled at centers located on these campuses enjoyed shared learning environments with kindergarten children along with an acquaintance with kindergarten teachers. Children's portfolios, containing samples of their work, are given to parents to share with Kindergarten teachers. During the final Parent/Teacher conference, preschool parents are given the following materials: • Calendar of Ideas (for continued learning during the summer) • Kindergarten readiness activities • Kindergarten reading list • Through a donation from Operation Bell, all children transitioning to Kindergarten receive a backpack and school uniform.

Child Development Centers Preschool Program: In this program, literacy is a focal transitional piece. Preschoolers are given instruction in Concepts about Print with alphabet knowledge and letter sounds. There is extensive work on small motor skills with use of writing and cutting tools. The Desired Result Developmental Profile is used to assess pupil performance and these results are shared with the elementary school. Curriculum mapping is used to ensure consistency of instruction in all CDC classrooms. The CDC also provides a tour of the kindergarten classroom.

As a vocation-based curriculum, Linked Learning naturally builds bridges with the business and professional community. Linked Learning is a proven approach to education that combines college-focused academics, work-based learning and integrated student supports. By centering high school

Accountability Measure 2: Organizational Climate

Organizational Climate

Organizational Climate					
Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Progress Monitoring for Assessing Effectiveness
Based on CORE and Pulse survey results, there is a need for students to have a better sense of belonging, voice and choice.	Edison has several opportunities for students to get engaged with teams and clubs to build a proud and engaging sense that they are appreciated, their voice is heard, and they can help by joining these extra curricular activities and groups.	ELOP Funds \$25,000	8/31/23 - 6/13/24	Teachers Outside vendors Principal	Survey students on how the activity or club made a difference at Edison. Ask for areas of challenge and areas of strength.
Students enjoy participating in several activities during recess that do not necessarily include physical activities. Therefore the SEL Game Room was created to give students access to other activities they enjoy to help them regulate emotions and stress. This can make them more attentive and active participants in class and improve their chances of achieving academic success and social emotionally content.	Rec. Staff supervises and offers students activities to play. Often times students seek adult companionship which they can find in conversations with a trusted adult. Materials such as books, gameboards, laptops, art, and Legos are offered as items to use during their time in the SEL Game Room.	LCFF ~ \$500,00 Rec. Staff hourly pay	September - June	Recreation Staff	Number of students attending the SEL Game Room on a weekly basis.

Edison's goal is to celebrate success, continue to foster an environment of respect, responsibility, harmony, and believes in building a strong sense of community.	-Spirit Assemblies to reward positive character traits and academic effort -John Wooden Pyramid of Success traits -Student Council -Guidelines to Success	None	Daily and monthly at assemblies.	All Edison Staff	Spirit assembly participation Student Council meetings and events.
Students that engage in independent positive engagement on the playground will receive positive reinforcement.	Staff will use Light Bucks to reward all positive character traits in class and on the playground throughout the year.	none	All school year.	All Edison Staff	Number of Light Bucks received on a monthly basis in the office Light Bucks tubs.
The need for all students to acknowledge prevention and awareness campaign of being alcohol, tobacco, and drug free.	Kick-off school wide Red Ribbon Week Assembly Classroom lessons School wide events. Students receive bracelets and pencils to acknowledge Red Ribbon Promise	Lottery Fund \$600.00	Red Ribbon Week in October	All Edison Staff	Number of students wearing their red bracelets. Students reciting the Red Ribbon Pledge and explaining its meaning.
School wide community events that help build a positive, encouraging and healthy school climate and culture.	Monthly Attendance Popsicle Party, Trunk or Treat Event, Turkey Trot, Gram Sales, Movie Night, FitFest, WRAP After School enrichment.	None	All school year.	Edison and WRAP Staff	Number of families in attendance. Parent Survey

Accountability Measure 3: Professional Development

Professional Development

Professional Development					
Identified Need(s)	Planned Staff Development	Funding Source & Cost	Dates/Hours of Training Session	Personnel	Tools Used for Monitoring Implementation & Effectiveness
<p>Providing time for teachers to collaborate builds teacher efficacy, teamwork, leads to more innovation, increased student success, and improved communication.</p> <p>Attendance/Chronic Absenteeism Rate 20, Culture-Climate Survey (Student-Staff) 20, Core Curriculum 60</p>	<p>Teachers and support staff will continue their professional development at grade level release planning days. During grade level release planning days teachers and staff will use student data to drive their instruction and interventions. This will be done by planning effective lessons that offer students support with meeting the standards and perform at a proficient level in both district assessment and SBAC ELA/Math state tests. Other planning may also take place such as: unit/lesson studies, goal setting, analyze student data, progress monitoring, professional development and other planning related to professional growth.</p>	<p>LCFF \$20,270 Substitute teacher full day (20) for 4 days - LCFF 100%</p>	<p>08/30/2023 - 06/16/2024 Trimester</p>	<p>Principal Support Staff Teachers</p>	<p>Teacher notes and tasks to be completed, teacher survey, and student results in the areas of planning.</p>

Accountability Measure 3: Professional Development

Teacher Involvement

Describe Teacher Involvement

Written Analysis

Accountability Measure 4: Parent & Community

Parent and Community

Parent and Community Involvement

Identified Need(s)	Program & Materials	Funding Source & Cost	Time Frame	Personnel	Method for Assessing Effectiveness
A parent organization to support the educational enrichment of the students at Edison.	Parent Teacher Organization (Edison Parent Teacher Action Team)	No cost	August 2023 - June 2024	Parents, teachers, support staff, WRAP	Meeting Sign In Sheet

Parent Volunteers in classrooms.	Volunteers in Public Schools (VIPS Program)	No cost	August 2023 - June 2024	Parents Sign in sheet in the office for VIPS.	Parent CORE Survey
Edison has been working on finding a business partner that will help support events and needs at the school. Such needs as school garden, library books, field trips, student incentives etc. Hoonigans Motorsports (Business Partner)	LA Dodger Foundation Long Beach Central Library Long Beach Police Department Costco Smart and Final	None	All school year	Edison Staff, LBPD, Smart & Final Employees, Dodger Foundation employees	Number of school events that business partners are invited to (fundraising opportunities, career day, etc.)

<p>Parent have little to no access at home to log into ParentVue other than their cell phone. Access to a reliable computer laptop in the front office for a number of parent registration events (School of Choice, 5th Gr. Matricualtion, SEAL, School, CORE Survey, student enrollment etc.) will be helpful. Culture-Climate Survey (Parent) 50, Basic Services 30, Other 20</p>	<p>Parents across the district are being asked to use technological devices to log into ParentVue to register for several district wide programs and surveys. At Edison we have many of our families that need assistance with technology and come to the office for one on one staff help. Using their personal cell phones has been a challenge for parents. Haveing a high quality laptop available for our parents will help facilitate the support we provide Edison families. Additionally at parent workshops a projector will also be needed since the one we currently have is old and often has technical problems.</p>	<p>Par Inv \$2,470 Materials - Par Inv 100%</p>	<p>08/30/2023 - 06/13/2024 Weekly</p>	<p>Principal, PIQE staff</p>	<p>course attendance (via sign-in sheets), CORE parent survey results</p>
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<p>Students need support in self management skills and responsibilities related to school. High School Readiness 50, Culture-Climate Survey (Student-Staff) 50</p>	<p>As per the CORE Survey many of our students are having a hard time with self management skills. To support these skills Edison provides each of our fourth and fifth graders with planners to stay organized with tasks, reduce stress, increase productivity, easier for parents to support and track school related homework, and easier for teachers to assist with school management and responsibility.</p>	<p>Par Inv \$500 Materials - Par Inv 100%</p>	<p>08/30/2023 - 06/13/2024 Daily</p>	<p>Teacher Parent Student</p>	<p>Planner will be checked by teacher and parent to keep students accountable for their work.</p>
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School Budget for Categorical Programs

The following site budget represents programs funded through the Consolidated Application. This Budget summary lists the funds that are to be consolidated as part of a schoolwide program. The SPSA's budgeted activities have been approved by the School Site Council and are in compliance with program regulations.

Federal Programs (to Consolidate)	Allocation
Title I (3010)	127653
Title I Parent and Family Involvement (3008)	3205

The following amounts are the school's share of Title I required and allowed reservations:

Share	Services	Amount
Administrative Share	Services provided to sites as part of Title I program leadership: EEP and Early Childhood Education; Additional reservation for Parent Involvement (over 1% requirement); Homeless Education; Reading Intervention/Private Schools; Foster Care Social Worker; TK Teachers; Behavioral Specialist; Male/Female Leadership Academy; Research LROIX Development.	NA
Centralized Services Share	Middle School Summer Bridge, Homework Helpline 562.437.2859, Travel/Conferences, Education Celebration, CORE, Data PD/ Summer Admin PD, Supplemental Examinations (GORT), Kinder Festival, Robotics, SEAL Summer Program, SSC Institute, APEX Online, Harmony Project.	NA

State Programs *	Allocation
LCFF	46620

* It is understood that LCFF funding are district-directed; however, in the spirit of effective stakeholder engagement and transparency, LBUSD has included LCFF activities in the SPSA.

Spring Adjustment:

During the beginning of the school year, the state projects the amount that the district receives in Title I and other resources and sometimes adjustments are made mid-year to the allotment, as a result of the Consolidated Application (completed annually in February). Although most years, there is no difference in the site allocations. In the event that there is an adjustment, LBUSD will notify all site principals, who will announce the adjustment to the SSC.

Title I Reservations

Title I Reservations are used for required or Board-approved services. These reservations are made prior to Title I allocations to school sites and are designed to provide central services to Title I and/or underserved, underperforming schools. Listed programs and services are budgeted for the school year and may be slightly altered depending on need changes and budget adjustments.

Administrative Share & Reservations Title I Program Administration

Equity, Engagement & Partnerships (EEP), State and Federal Programs (SFP): Personnel to provide leadership for state and federal supplemental programs, Parent University offering parent workshops and community engagement. Early Childhood Education (CDC, Educare, Head Start): Personnel (incl. pre-K teachers of subsidized program, office assistants)

Parent Involvement (additional funds beyond the required 1%)

Parent University Staff to help families understand & access information, as well as become a true partner in education. In addition to providing parent trainings, staff works with parent engagement events, such as Education Celebration. Multilingual staff helps support parent engagement activities as well as personalizes information for non-English speaking families.

Homeless Education

Providing homeless students and families with supplies (uniforms, basic needs), social service referrals, transportation, and counseling.

Social Worker: Foster Care

Provides ongoing intensive case management services for foster youth and families, maintaining compliance with AB216 and AB490 regarding foster rights. In addition, collaborates with community partners to address foster youth needs, including with DCFS for tracking and consultation. Provides trainings for site counselors and staff.

Behavior Specialist

Works with elementary schools to ensure that schools are using best practices when working with Tier 2 students not experiencing success with self-control.

Male and Female Leadership Academy

The leadership academies strive to improve the graduation rate of underrepresented promising students and develop successful leaders by addressing the multi-faceted issues facing young women and men. The reservation provides personnel at high needs schools to coordinate the

academies.

Research LROIX Development

LROIX is LBUSD's data hub to help schools access pertinent, focused, live data; formulate needs assessments; and create effective interventions. The reservation provides personnel to maintain and develop the complex system.

Centralized Services

Middle School Summer Bridge

Provides a summer math program focusing on students needing a "head start" prior to entering the next middle school grade level.

Homework Helpline 562.437.2859

Homework Helpline consists of teachers guiding students through homework assignments via the telephone. The service is free to LBUSD students.

Travel/Conferences

Enables staff to develop requisite knowledge about the program(s) they lead.

Education Celebration

The annual Education Celebration features K-8 schools in one location to engage parents about site programs and features. In addition to the schools, city representatives and district resources are also present to engage parents.

CORE

The CA Office to Reform Education is a partnership of large CA urban school districts. Part of the CORE collaborative is data sharing and accountability, including the CORE surveys of parents, staff and students in grades 4-12 on a range of school climate indicators.

Data PD / Summer Admin PD

This pre-service professional development is designed for site leaders to engage in analyzing new data and begin the planning process for student needs assessment, closing the achievement gap and addressing school goals.

Supplemental Examinations

These specialized exams are supplemental and are intended to augment district formative assessments to better understand student

achievement and skill acquisition.

Kinder Festivals

The K-Fests are a series of parent involvement activities designed to introduce entering Kinder families to the system, including live student groups with teachers, parent resources and training to understand the kinder curriculum and expectations.

Robotics

These supplemental materials are designed to assist in research and special programs related to STEM.

SEAL Summer Program

The Summer Enrichment and Learning (SEAL) program provides students instruction in a variety of coursework during the summer break. Students are provided learning opportunities to strengthen skills.

APEX Online

APEX Learning program is a computerized independent learning program, coupled with teacher-directed instruction designed to assist students to address gaps in knowledge.

Youth Orchestra

Music instruction and opportunities on weekends. Students receive instruction from professional music performers in string instruments.

School Site Council Membership

Member Group	Representing	Name	Elected Term Ends
Staff	Principal	Juan Gutierrez	06-13-2024
Staff	Classroom Teacher	Michelle Schierer	06-13-2024
Staff	Classroom Teacher	Hilda Solorzano	06-13-2024
Staff	Classroom Teacher	Tomasa Villarreal	06-13-2024
Staff	Non Classroom Teacher	Shawna Ouillette	06-13-2024
Community	Parent	Cindy [REDACTED]	06-13-2024
Community	Parent	Amanda [REDACTED]	06-13-2025
Community	Parent	Lorena [REDACTED]	06-13-2025
Community	Parent	America [REDACTED]	06-13-2025
Community	Parent	Diana [REDACTED]	06-13-2025

English Learner Advisory Committee Membership

The following are members of the English Learner Advisory Committee, who duly advised and made recommendations to the School Site Council on the school's program, goals, and objectives for English learners.

Position	Representing	Name
Chair	Parent of EL Student (required)	Maria [REDACTED]
DELAC Representative	Parent of EL Student (required)	Tempskia [REDACTED]
Principal or Designee	Staff Member (required)	Juan Gutierrez
Secretary	Staff Member (required)	Brian Duque

Name	Representing
Amalia [REDACTED]	Parent of EL Student
Maria [REDACTED]	Parent of EL Student
Roxana [REDACTED]	Parent of EL Student

ELAC Recommendations

Pursuant to Education Code, Section 52176, the school’s English Learner Advisory Committee (ELAC) conducted a needs assessment as it pertains to English Learner (EL) students and presented the following recommendations about programs and services that will assist EL students to achieve standards.

Question	Answer
1. Does the school have more than 20 EL students enrolled?	Y
2. At which ELAC meeting did ELAC approve its Recommendations?	11/01/2024
3. Input ELAC's approved recommendations. These should be services and programs pertaining to EL student achievement:	Before or after school tutoring Parent Workshops provided by school staff in academic areas so they can help at home. Literacy Interventionists/ Instruction Interventionist Coordinator IIC, SEL Facilitator) WRAP Program Long Beach Public Library Homework Help staffer for student pick-up After school homework help ESL classes for parents at Edison School
4. What types of data did ELAC use to determine the need for the listed recommendations (add any that apply):	SBAC Reading Results for EL students SBAC Math for EL students Reclassification Data Language Census Data EL Attendance Rates
5. At which SSC meeting were the ELAC recommendations presented? Ensure that the SSC Agenda and SSC Minutes list the receipt of the ELAC Recommendations	11/01/2023

6. What was SSC's response to ELAC recommendations?	Edison School Site Council agreed with all the recommendations. They added that regarding the public library, they have free homework help and there's also a homework hotline for students to use. The other recommendation on parent workshops was heard by SSC and shared that Parent University online is a great resource for parents wanting to learn and be informed of district initiatives and academic information. Additionally, in regards to the ESL (English as a Second Language) Classes, Edison has provided those in the past and the attendance was poor. However, open to surveying parents regarding their interest in these classes.
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Assurances & Approval

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the Consolidated Application, pursuant to California Education Code, Section 64001 and the federal Elementary and Secondary Education Act, as amended by the Every Student Succeeds Act (ESSA). The SPSA's purpose is to increase the overall effectiveness of the school program by crafting a site strategic plan that maximizes the resources available to the school. The School Site Council (SSC) is required to analyze data as part of a needs assessment, develop the SPSA, which approves programs and services in support of an annual budget to promote student achievement, pursuant to California Education Code, Sections 52853 and 52855. SSC's approach to the utilization of federal resources to support underserved, underachieving students by providing interventions that are aligned with the school and district goals and promote continuous improvement.

Assurances:

1. School Site Council received recommendations from ELAC at the following SSC meeting(s): 11/01/2023
2. The SSC approved the **Home-School Compact** on 10/17/2023
3. The SSC approved the **Parent Involvement Guidelines** on 10/17/2023
4. Our School held **two Title I Annual Parent Meetings** (input dates if a Title I school): 09/21/2023, 09/21/2023
5. SSC Participated in the Annual Evaluation of SPSA:11/01/2023
6. The SPSA was approved at the following SSC Meeting: 11/14/2023

LBUSD Board of Education Approval Date:

Signatures:

Principal: _____

Printed Name: _____ Date: _____

SSC Chair: _____

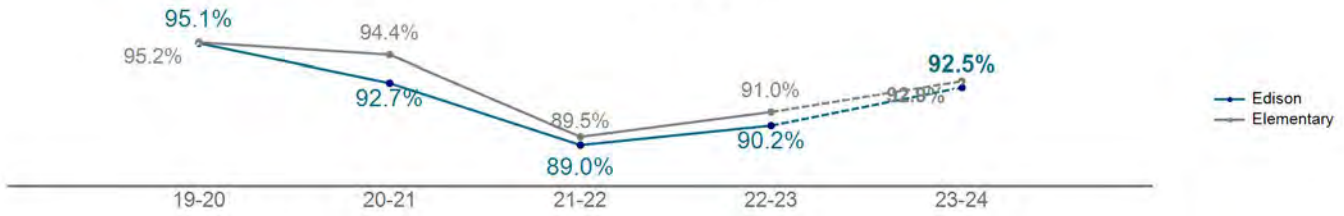
Printed Name: _____ Date: _____

ELAC Chair: _____

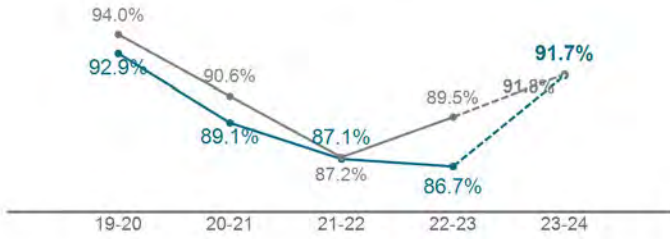
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Attendance Rate

Edison
All Students
N = 454



African American
N = 57



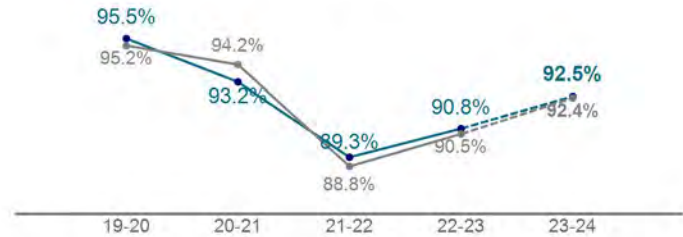
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 358



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

Native American

Subgroup with fewer than 20 students.

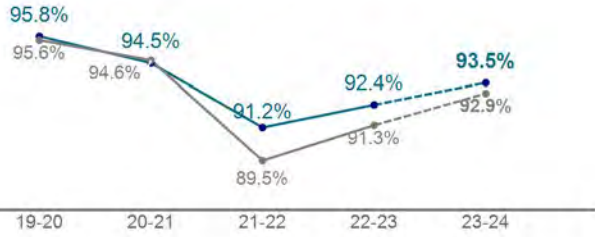
Other

Subgroup with fewer than 20 students.

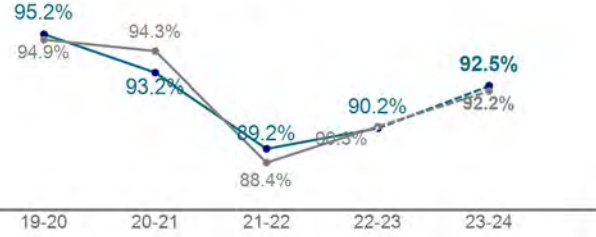
N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

Attendance Rate

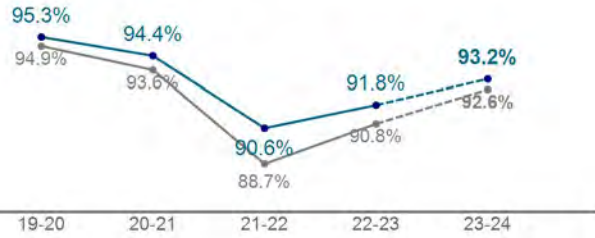
EL + RFEP
N = 200



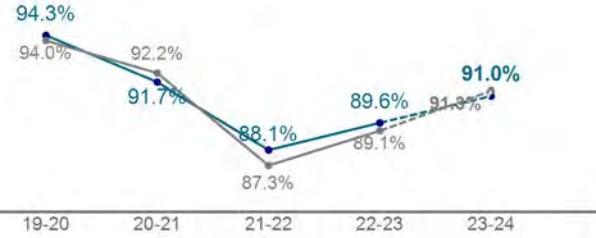
Low SES
N = 448



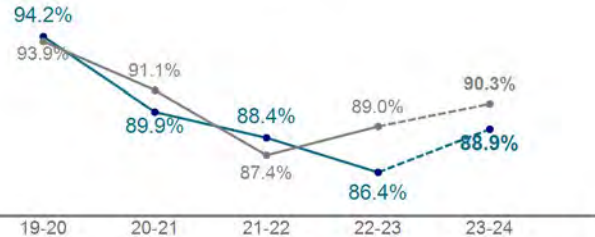
English Learner
N = 177



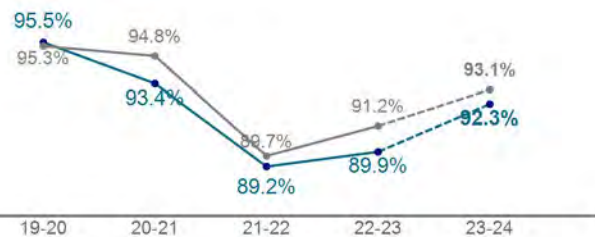
Special Education
N = 93



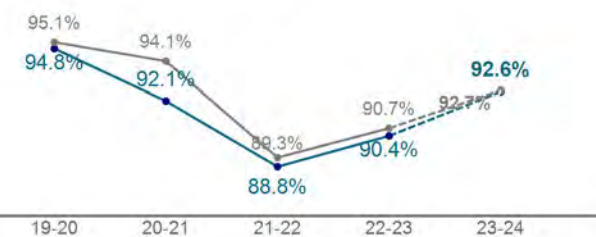
Homeless or Foster Youth
N = 49



Female
N = 207



Male
N = 247



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure.
Dashed line represents data for current year still in progress.
Subgroups under 20 students are not included

Chronic Absence by Attendance Bands School Data by Subgroup Edison 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Category	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	ES Chronic Rate	
		Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance					
All Students	471	14	24	16	18	29	37.8%	31.4%	53.5%	32.2%	
Grade	Gr. TK	25	28	32	16	8	16	60.0%	65.0%	76.0%	52.5%
	Gr. K	72	19	31	15	22	13	50.0%	45.0%	65.3%	43.8%
	Gr. 01	79	23	29	19	11	18	51.9%	40.3%	70.9%	35.2%
	Gr. 02	85	13	21	15	20	31	34.1%	23.7%	49.4%	29.4%
	Gr. 03	59	7	22	17	20	34	28.8%	22.2%	45.8%	27.7%
	Gr. 04	76	8	20	16	17	39	27.6%	21.1%	43.4%	27.1%
	Gr. 05	75	8	17	12	19	44	25.3%	25.0%	37.3%	25.6%
Ethnicity	African American	68	22	38	9	15	16	60.3%	41.7%	69.1%	41.6%
	Asian	4	50		25	25		50.0%	0.0%	75.0%	21.4%
	Cambodian	5	20		20	40	20	20.0%	0.0%	40.0%	24.5%
	Filipino	1				100		0.0%	0.0%	0.0%	18.9%
	Hispanic	365	13	21	16	18	32	33.7%	28.6%	49.9%	34.8%
	Pacific Islander	1	100					100.0%		100.0%	43.8%
	White	16	25	25	13	6	31	50.0%	58.8%	62.5%	18.3%
	Other	16	19		38	31	13	18.8%	37.5%	56.3%	27.5%
Gender	Female	215	17	20	14	17	32	37.2%	30.6%	51.2%	31.0%
	Male	256	12	27	17	18	27	38.3%	32.1%	55.5%	33.3%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Data by Subgroup Edison 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

Special Populations	Subgroup	Total	Attendance Bands					Severely Chronic	Moderately Chronic	At Risk Chronic	Satisfactory	Strong Attendance
	Low SES	439	14	23	15	18	30	37.1%	30.3%	51.9%	36.0%	
	ELL	181	9	21	16	17	37	30.4%	24.6%	46.4%	33.8%	
	RFEP	33	3	6	12	18	61	9.1%	6.1%	21.2%	15.7%	
	EL + RFEP	214	8	19	15	17	41	27.1%	20.6%	42.5%	31.0%	
	Special Ed.	97	14	30	15	21	20	44.3%	34.8%	59.8%	41.4%	
	Spec Ed. Speech/RSP	48	8	31	13	21	27	39.6%	26.7%	52.1%	31.8%	
	Homeless/Foster	52	27	31	4	19	19	57.7%	37.8%	61.5%	43.2%	
	Foster	12	25	25	17	33		50.0%	46.7%	50.0%	41.7%	
	Homeless	40	28	33	5	20	15	60.0%	33.3%	65.0%	43.4%	
GATE/Excel	48	2	15	6	21	56	16.7%	10.3%	22.9%	13.4%		

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Elementary	26,753	9	23	19	22	27	32.2%	24.4%	51.1%
Addams	806	10	27	20	19	24	36.7%	30.5%	56.6%
Alvarado	412	8	32	19	17	24	40.0%	30.7%	58.7%
Barton	482	13	34	17	19	17	47.3%	34.8%	64.3%
Birney	510	7	25	18	27	24	31.6%	27.0%	49.2%
Bixby	546	6	19	24	23	29	25.1%	19.3%	48.9%
Bryant	339	12	23	19	19	27	35.1%	31.4%	54.6%
Burbank	616	9	28	21	21	22	36.7%	23.4%	57.5%
Burcham	362	4	20	20	27	30	23.8%	20.8%	43.6%
Carver	510	4	17	23	25	31	21.4%	14.6%	44.3%
Chavez	359	14	29	19	19	19	42.9%	34.3%	61.8%
Cleveland	460	4	20	20	26	30	23.9%	12.0%	43.5%
Dooley	784	9	30	18	22	22	38.5%	26.2%	56.1%
Edison	471	14	24	16	18	29	37.8%	31.4%	53.5%
Emerson	354	4	14	23	27	31	18.1%	4.7%	41.5%
Fremont	461	3	15	20	26	35	18.9%	9.8%	38.8%
Gant	670	5	14	22	24	34	19.4%	9.7%	41.8%
Garfield	602	11	24	18	23	24	35.0%	31.2%	53.2%
Gompers	351	8	23	23	25	21	30.5%	10.7%	53.6%
Grant	1,021	13	27	17	21	22	39.7%	33.4%	56.6%
Harte	851	10	28	21	17	23	38.2%	37.1%	59.2%
Henry	817		10	20	29	41	10.5%	8.3%	30.1%
Herrera	748	10	24	21	20	25	34.2%	26.1%	54.9%
Holmes	411	10	27	18	20	26	37.0%	23.5%	54.5%
Hudson	426	15	24	14	17	31	38.7%	22.0%	52.6%
Kettering	341	6	17	23	28	26	23.2%	8.7%	46.0%
King	666	12	24	19	21	25	35.6%	29.8%	54.4%

The percentages may not equal 100% due to rounding.

Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
Lafayette	898	11	26	20	22	21	36.5%	41.6%	56.1%
Lincoln	851	13	28	16	19	24	40.5%	24.1%	56.6%
Longfellow	994	6	18	17	24	36	23.5%	11.3%	40.6%
Los Cerritos	475	5	15	20	24	37	19.4%	5.7%	38.9%
Lowell	578	4	19	22	23	32	23.5%	15.8%	45.5%
Macarthur	307	3	27	21	20	29	30.3%	13.6%	51.5%
Madison	397	6	24	17	23	29	30.2%	25.5%	47.6%
Mann	372	7	26	20	20	27	32.8%	15.7%	53.0%
McKinley	541	13	24	18	22	24	36.6%	29.0%	54.2%
Naples	299	2	18	12	29	38	20.4%	14.5%	32.8%
Oropeza	638	14	25	20	19	23	38.2%	28.8%	58.2%
Prisk	497	3	16	17	27	36	19.7%	14.5%	36.6%
Riley	455	5	24	20	21	30	29.0%	18.3%	49.0%
Roosevelt	905	16	22	17	17	28	37.9%	27.7%	54.7%
Signal Hill	675	8	26	17	21	28	33.6%	31.0%	50.2%
Smith	717	10	22	19	22	26	32.9%	21.3%	51.6%
Stevenson	558	14	28	17	16	24	42.7%	41.8%	59.9%
Twain	440	5	22	23	22	29	26.1%	16.5%	48.6%
Webster	567	11	28	14	19	27	39.7%	37.2%	54.1%
Whittier	606	12	28	18	17	24	40.1%	32.7%	58.3%
Willard	607	11	23	20	19	27	33.9%	34.6%	54.0%

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All Middle	12,991	9	17	14	20	39	26.3%	21.7%	40.6%
Bancroft	870	6	16	13	21	43	22.6%	21.7%	35.5%
Franklin	1,147	18	20	16	17	29	37.8%	29.8%	53.7%
Hamilton	860	12	22	15	19	32	33.7%	23.7%	48.5%
Hoover	546	4	15	16	23	42	19.2%	15.4%	34.8%
Hughes	1,344	5	13	13	21	48	18.0%	13.7%	31.1%
Jefferson	1,040	11	16	14	19	40	27.2%	30.5%	41.5%
Keller	458	2	7	12	27	51	9.2%	6.0%	21.6%
Lindbergh	437	13	21	16	19	31	33.2%	34.5%	49.7%
Lindsey	761	11	18	14	19	38	28.5%	18.7%	42.3%
Marshall	930	4	20	15	24	37	24.4%	17.0%	39.9%
Nelson	843	8	18	15	20	39	25.3%	21.0%	40.2%
Rogers	789	5	13	14	21	46	18.4%	10.1%	32.7%
Stanford	1,205	6	12	14	22	46	18.7%	15.0%	32.3%
Stephens	770	16	23	15	17	28	39.0%	34.1%	54.4%
Washington	991	16	20	12	19	33	36.1%	30.8%	48.3%

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate
All K8	5,754	6	18	18	22	37	23.7%	19.8%	41.4%
Avalon	455	7	26	23	22	22	32.7%	28.5%	56.0%
Cubberley	970	3	10	16	23	48	13.4%	11.2%	29.6%
Muir	1,046	8	21	18	21	33	28.6%	24.8%	46.5%
Newcomb	817	3	15	18	24	41	17.6%	9.8%	35.4%
Powell	865	14	22	20	20	25	35.4%	32.6%	54.9%
Robinson	779	6	22	13	20	39	28.1%	21.6%	41.6%
Tincher	822	3	12	18	26	42	14.2%	11.5%	32.6%

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

Legend	Attendance Rates:
Severely Chronic	<80%
Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chronic + At-Risk Rate	
All High	20,821	12	16	14	19	39	27.9%	26.2%	41.9%	
Browning	333	20	20	12	17	32	39.9%	29.4%	52.0%	
Cabrillo	1,845	16	18	14	17	35	34.3%	38.2%	48.0%	
CAMS	673			15	8	20	66	6.4%	4.6%	14.3%
Jordan	2,326	13	17	14	18	39	29.8%	35.7%	43.4%	
Lakewood	2,820	10	18	16	21	35	28.6%	32.3%	44.1%	
McBride	730	6	12	17	20	46	17.5%	13.8%	34.5%	
Millikan	3,346	5	12	14	21	47	17.8%	14.3%	32.0%	
PAAL	171	43	20	13	8	16	63.2%	72.1%	76.0%	
Polytechnic	3,873	16	17	15	20	32	32.9%	23.8%	48.4%	
Reid	195	68	17	7	5	3	84.6%	92.4%	91.8%	
Renaissance	443	14	17	14	19	36	30.5%	31.3%	44.5%	
Sato	483			15	10	16	69	5.8%	5.3%	15.3%
Wilson	3,583	14	15	14	18	39	29.6%	24.2%	43.3%	

The percentages may not equal 100% due to rounding.

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Chronic Absence by Attendance Bands School Comparison by Subgroup All 2022-2023

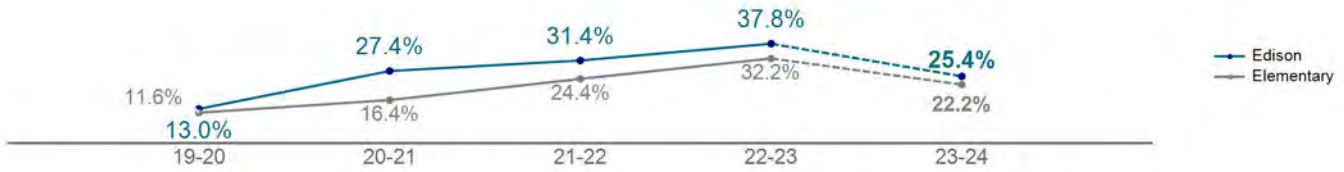
Legend	Attendance Rates:
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Moderately Chronic	>=80% & <=90%
At Risk Chronic	>90% & <93%
Satisfactory	>=93% & <96%
Strong Attendance	>=96%

School	# Students	Percent by Category					Current Chronic Rate	21-22 Chronic Rate	Chonic + At-Risk Rate
District	66,319	10	19	16	21	34	29.0%	25.3%	45.3%

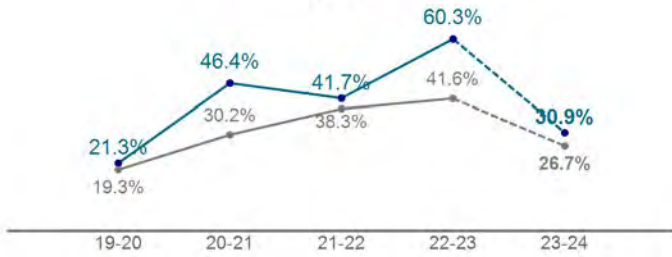
The percentages may not equal 100% due to rounding.

Percent of Students in the Moderately or Severely Chronic Categories

Edison
All Students
N = 433



African American
N = 55



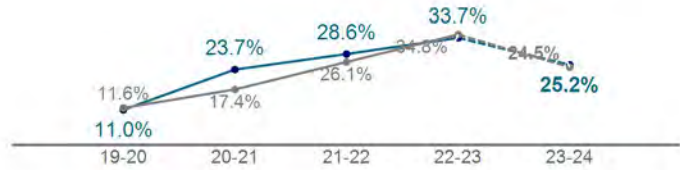
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 345



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Percent of Students in the Moderately or Severely Chronic Categories

Native American

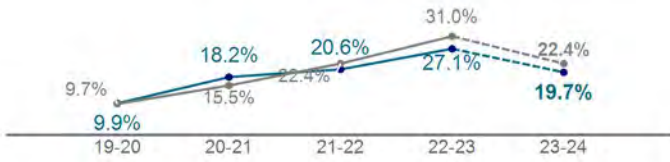
Subgroup with fewer than 20 students.

Other

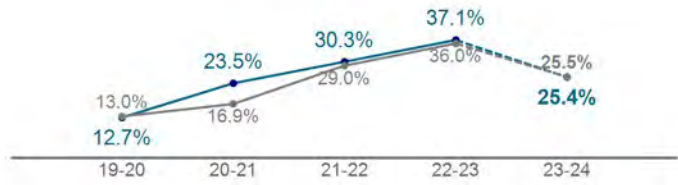
Subgroup with fewer than 20 students.

Percent of Students in the Moderately or Severely Chronic Categories

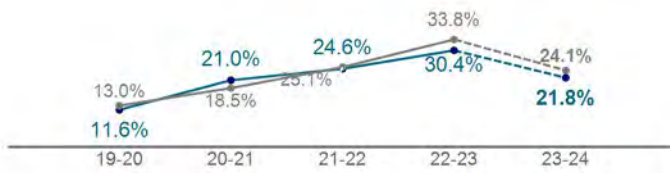
EL + RFEP
N = 193



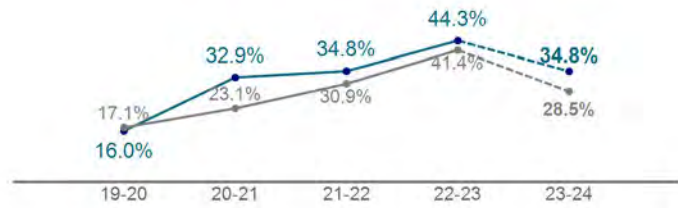
Low SES
N = 429



English Learner
N = 170



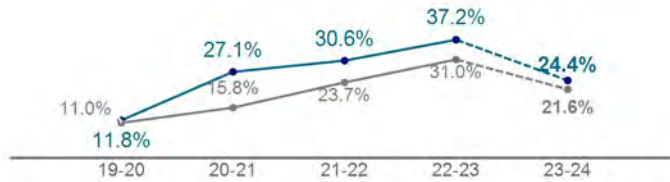
Special Education
N = 92



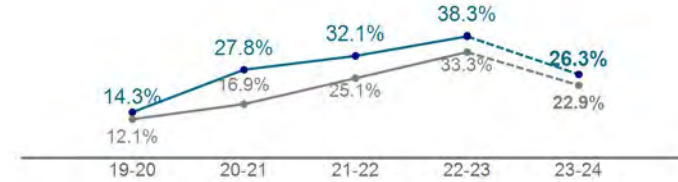
Homeless or Foster Youth
Subgroup with fewer than 20 students.

Homeless or Foster Youth
Subgroup with fewer than 20 students.

Female
N = 197



Male
N = 236



N's are from the current year. Attendance during the 19-20 school year only includes dates through 3/13/2020, due to the COVID-19 emergency closure. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Edison

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
All Students	199	65%	41	24	25	10	35%	↑6		↑17	
	All Elementary	52%	31	21	23	25	48%	↑1		↑6	
	District	52%	29	23	26	22	48%	↑-		↓1	
Grade	Gr. 03	52	75%	54	21	17	8	25%	↑10		-
		All Elementary	53%	30	23	21	26	47%	↑4		-
		District	52%	30	22	21	27	48%	↑4		-
	Gr. 04	73	73%	47	26	15	12	27%	↑1		↑13
		All Elementary	55%	35	20	19	26	45%	↑-		↑3
		District	54%	35	19	19	27	46%	↑1		↑2
Gr. 05	74	50%	26	24	41	9	50%	↑5		↑21	
	All Elementary	48%	27	21	28	24	52%	↓1		↑8	
	District	48%	27	21	28	24	52%	↓1		↑8	
Ethnicity	Hispanic	160	64%	41	24	26	9	36%	↑5		↑19
		All Elementary	59%	36	23	23	19	41%	↑1		↑6
		District	58%	33	25	26	16	42%	↓-		↓1
	African American	26	73%	38	35	19	8	27%	↑3		-
		All Elementary	67%	44	23	18	15	33%	↑2		↑6
		District	67%	42	25	21	12	33%	↓-		↓1
	White	6*	83%	67	17	17		17%	↑17		-
		All Elementary	25%	9	15	24	51	75%	↑-		↑4
		District	26%	11	15	30	44	74%	↑1		↓1
Other	5*	20%	20	20	60		80%	↑30		-	
	All Elementary	30%	17	13	26	45	70%	↑2		↑5	
	District	33%	16	17	29	38	67%	↑1		↓1	

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 *Not currently a significant subgroup. Interpret subgroups with small N with caution. 20+ required for accountability purposes.

Edison

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Cambodian	3*	67%	67	33		33%	↑33		-	
		All Elementary	40%	20	19	27	33	60%	↑1		↑7
		District	39%	19	20	32	29	61%	↑1		↑2
	Asian	2*	50%	50	50			50%	↑50		-
		All Elementary	38%	19	19	23	39	62%	↑1		↑6
		District	34%	17	18	30	36	66%	↑-		↑1
Gender	Female	97	55%	32	23	33	12	45%	↑14		↑25
		All Elementary	49%	27	21	24	28	51%	↑1		↑5
		District	47%	25	22	28	24	53%	↓-		↓-
	Male	102	75%	49	25	18	8	25%	↓2		↑10
		All Elementary	55%	34	21	21	23	45%	↑1		↑6
		District	56%	33	23	25	19	44%	↑1		↓1
Nonbinary	District	40%	13	27	38	22	60%	↑6		↓6	
	All Elementary*	50%	13	38	38	13	50%	↑25		-	
Special Populations	EL + RFEP	109	65%	42	23	24	11	35%	↑6		↑18
		All Elementary	67%	43	24	20	14	33%	↓-		↑6
		District	64%	38	26	24	12	36%	↓1		↓1
	ELL	81	77%	54	22	19	5	23%	↑10		↑16
		All Elementary	80%	54	26	15	5	20%	↑5		↑5
		District	86%	60	25	11	3	14%	↑4		↑3
	RFEP	28	32%	7	25	39	29	68%	↑12		↑22
		All Elementary	29%	11	18	33	38	71%	↑9		↑7
		District	44%	17	27	35	21	56%	↑-		↓4
	Foster	1*	100%	100				0%	↓20		-

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Edison

Category	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Foster	District	75%	50	25	16	9	25%	↓3		↓4
		All Elementary	75%	53	22	11	14	25%	↑-		↑7
	GATE/Excel	37	14%	14	49	38	86%	↑18		↑30	
		All Elementary	10%	2	8	23	67	90%	↑2		↓-
		District	14%	3	11	32	54	86%	↓-		↓3
	Homeless	18*	78%	44	33	22	22%	↑13		-	
		All Elementary	63%	40	23	20	16	37%	↑2		↑6
		District	64%	40	24	24	12	36%	↓1		↓1
	Homeless/Foster	19*	79%	42	37	21	21%	↑9		-	
		All Elementary	64%	41	23	20	16	36%	↑2		↑6
		District	65%	41	24	23	12	35%	↓1		↓1
	Low SES	189	66%	40	25	24	11	34%	↑6		↑17
		All Elementary	59%	36	23	22	18	41%	↑2		↑6
		District	59%	34	25	25	16	41%	↑1		↓1
	Special Ed.	46	85%	61	24	13	2	15%	↑10		↑8
All Elementary		81%	64	17	10	9	19%	↑2		↑4	
District		84%	65	19	11	5	16%	↑1		↑1	
Spec Ed. Speech/RSP	25	72%	32	40	24	4	28%	↑17		-	
	All Elementary	77%	57	19	13	11	23%	↑2		↑5	
	District	79%	56	23	14	7	21%	↑2		↑2	

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SBAC Math 2023 :: School Data by Subgroup

Edison

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	200	76%	46	31	17	7	24%	↑3		↑3	
	All Elementary	60%	33	27	22	18	40%	↑2		↓2	
	District	66%	40	26	19	16	34%	↑1		↓5	
Grade	Gr. 03	53	72%	49	23	25	4	28%	↑14		-
		All Elementary	54%	31	23	26	20	46%	↑5		-
		District	53%	30	23	26	21	47%	↑4		-
	Gr. 04	73	73%	36	37	21	7	27%	↑2		↑13
		All Elementary	60%	30	30	22	18	40%	↑2		↓1
		District	59%	30	30	22	18	41%	↑3		↓2
	Gr. 05	74	82%	53	30	8	9	18%	↓5		↓7
		All Elementary	66%	37	29	18	16	34%	↓-		↓2
		District	65%	37	28	18	17	35%	↑-		↓3
Ethnicity	Hispanic	161	76%	46	30	17	7	24%	↑3		↑4
		All Elementary	67%	37	29	21	12	33%	↑3		↓1
		District	72%	45	27	17	11	28%	↑2		↓5
	African American	26	81%	42	38	19		19%	↑2		-
		All Elementary	77%	48	28	16	7	23%	↑3		↓1
		District	82%	57	25	12	6	18%	↑1		↓4
	White	6*	83%	67	17	17		17%	-		-
		All Elementary	31%	12	19	29	40	69%	↑3		↓3
		District	38%	17	21	27	35	62%	↑3		↓6
Other	5*	40%	40		60		60%	↑10		-	
	All Elementary	39%	18	22	26	35	61%	↓1		↓4	
	District	45%	23	22	24	31	55%	↑-		↓5	

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Edison

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Ethnicity	Cambodian	3*	100%	67	33		0%	-		-	
		All Elementary	50%	21	29	24	26	50%	↓3		↓1
		District	55%	28	27	23	23	45%	↓2		↓5
	Asian	2*	50%	50		50		50%	↑50		-
		All Elementary	45%	20	26	23	31	55%	↓1		↓2
		District	49%	25	24	22	29	51%	↓1		↓6
Gender	Female	97	73%	47	26	21	6	27%	↑5		↑4
		All Elementary	63%	34	28	21	16	37%	↑1		↓2
		District	67%	41	26	18	14	33%	↑1		↓5
	Male	103	79%	44	35	14	8	21%	↑1		↑1
		All Elementary	58%	32	26	22	20	42%	↑3		↓2
		District	64%	39	25	19	17	36%	↑2		↓5
Nonbinary	All Elementary*	75%	50	25	13	13	25%	↑13		-	
	District	62%	42	20	22	16	38%	↑4		↓3	
Special Populations	EL + RFEP	110	75%	46	29	15	9	25%	↑9		↑8
		All Elementary	73%	44	29	17	10	27%	↑2		↑-
		District	77%	52	26	14	8	23%	↑1		↓5
	ELL	82	83%	55	28	15	2	17%	↑13		↑13
		All Elementary	83%	54	29	13	4	17%	↑6		↑1
		District	90%	68	22	8	2	10%	↑3		↓-
	RFEP	28	54%	21	32	18	29	46%	↑9		↓5
		All Elementary	43%	16	27	28	29	57%	↑10		↓2
		District	66%	36	30	20	14	34%	↑1		↓9
Foster	1*	100%	100				0%	↓20		-	

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Edison

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
Special Populations	Foster	All Elementary	80%	53	26	19	2	20%	↑5		-
		District	85%	62	23	13	2	15%	↑2		↓2
	GATE/Excel	37	43%	8	35	30	27	57%	↑3		↓9
		All Elementary	16%	3	13	27	57	84%	↑2		↓8
	District	26%	8	18	28	47	74%	↑2		↓9	
	Homeless	19*	84%	42	42	16		16%	↑7		-
		All Elementary	72%	44	27	18	11	28%	↑2		-
	District	78%	52	26	14	8	22%	↑-		↓5	
	Homeless/Foster	20	85%	45	40	15		15%	↑3		-
		All Elementary	72%	45	27	18	10	28%	↑2		-
	District	79%	53	25	14	7	21%	↑1		↓4	
	Low SES	189	76%	47	29	16	7	24%	↑3		↑2
		All Elementary	68%	39	29	20	12	32%	↑3		↓1
	District	73%	46	27	17	11	27%	↑2		↓5	
	Special Ed.	46	78%	54	24	17	4	22%	↑11		↑4
All Elementary		82%	63	20	10	8	18%	↑3		↓-	
District	88%	72	16	8	5	12%	↑2		↓1		
Spec Ed. Speech/RSP	25	60%	20	40	32	8	40%	↑19		-	
	All Elementary	78%	55	23	12	10	22%	↑3		↓1	
District	84%	64	20	10	8	16%	↑2		↓2		

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Edison

Category	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All Students	74	82%	27	55	15	3	18%	↓1		-	
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	74%	17	57	18	8	26%	↑1		-	
Grade	Gr. 05	74	82%	27	55	15	3	18%	↓1		-
	All Elementary	70%	16	54	20	10	30%	↑-		-	
	District	70%	16	54	20	10	30%	↑1		-	
Ethnicity	Hispanic	60	80%	27	53	17	3	20%	↓2		-
		All Elementary	76%	18	59	17	6	24%	↑1		-
		District	81%	19	62	15	4	19%	↑1		-
	African American	11*	100%	27	73			0%	↓8		-
		All Elementary	81%	24	57	16	3	19%	↑4		-
		District	86%	29	57	12	2	14%	↑1		-
	Other	2*	50%		50		50	50%	-		-
		All Elementary	51%	8	43	29	20	49%	↓2		-
		District	56%	11	46	25	18	44%	↓-		-
	White	1*	100%	100				0%	-		-
		All Elementary	42%	4	38	31	27	58%	↓2		-
		District	51%	6	45	29	20	49%	↑1		-
Cambodian	1*	100%	100				0%	-		-	
	All Elementary	61%	9	52	24	15	39%	↓4		-	
	District	65%	9	56	25	10	35%	↑-		-	
Gender	Female	33	85%	21	64	12	3	15%	↓3		-
		All Elementary	71%	14	57	19	10	29%	↑-		-
		District	75%	15	60	18	7	25%	↑1		-

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Edison

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	Chg
Gender	Male	41	80%	32	49	17	2	20%	↑1		-
		All Elementary	69%	17	52	21	10	31%	↑-		-
		District	74%	19	55	18	8	26%	↑1		-
	Nonbinary	All Elementary*	57%	29	29	29	14	43%	↑43		-
	District	68%	18	50	14	18	32%	↑11		-	
Special Populations	EL + RFEP	40	83%	35	48	13	5	18%	↓-		-
		All Elementary	82%	22	61	14	4	18%	↑-		-
		District	84%	21	63	13	3	16%	↑1		-
	ELL	24	100%	46	54			0%	-		-
		All Elementary	97%	32	65	3		3%	↑-		-
		District	98%	40	58	2		2%	↑-		-
	RFEP	16*	56%	19	38	31	13	44%	↑10		-
		All Elementary	61%	7	55	30	9	39%	↑9		-
		District	75%	10	66	20	5	25%	↑3		-
	GATE/Excel	23	61%	4	57	30	9	39%	↑1		-
		All Elementary	32%	1	31	36	32	68%	↑-		-
		District	43%	3	41	34	23	57%	↓2		-
	Foster	All Elementary	81%	30	51	11	8	19%	↑1		-
		District	88%	31	58	8	4	12%	↓3		-
Homeless	4*	100%	50	50			0%	-		-	
	All Elementary	83%	20	63	13	4	17%	↑1		-	
	District	86%	24	62	10	3	14%	↓1		-	
Homeless/Foster	4*	100%	50	50			0%	-		-	
	All Elementary	83%	21	62	13	4	17%	↑1		-	

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Edison

Category	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg	
Special Populations	Homeless/Foster	District	87%	25	62	10	3	13%	↓1		-
	Low SES	72	85%	28	57	13	3	15%	↓4		-
		All Elementary	77%	18	59	17	8	23%	↑2		-
		District	81%	20	61	15	4	19%	↑2		-
	Special Ed.	12*	92%	58	33	8		8%	↑8		-
		All Elementary	89%	44	46	7	4	11%	↑3		-
		District	93%	47	46	5	2	7%	↑1		-
	Spec Ed. Speech/RSP	8*	88%	38	50	13		13%	↑13		-
		All Elementary	86%	34	52	9	5	14%	↑4		-
		District	90%	37	53	7	3	10%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.

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SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Edison

1/16/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	All Students	140	65	18	12	24	46	
		All ES	49	22	22	24	32	
		District	27	34	15	16	34	
	Grade	Gr. 04 (Minimum Growth Target: 44)	68	72	18	16	22	44
			All ES	49	21	24	27	28
			District	48	22	24	27	27
		Gr. 05 (Minimum Growth Target: 35)	72	59	18	8	26	47
			All ES	50	22	20	22	36
			District	49	22	20	22	36
	Ethnicity	Hispanic	113	60	19	13	24	43
			All ES	49	23	22	24	31
			District	26	35	15	16	34
African American		18 [^]	-	17	11	28	44	
		All ES	50	22	22	22	34	
		District	25	36	16	15	33	
White		4 [^]	-		25		75	
		All ES	53	19	22	27	33	
		District	29	33	16	16	35	
Other		3 [^]	-		33		67	
		All ES	49	19	23	27	31	
	District	30	32	16	17	35		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Edison

1/16/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Asian	2^	-	100			
		All ES	53	21	23	23	34
		District	33	30	16	16	38
	Cambodian	2^	-	100			
		All ES	53	20	22	25	33
		District	34	30	16	17	37
Gender	Female	68	72	15	12	24	50
		All ES	50	21	22	25	32
		District	28	34	15	16	34
	Male	72	58	21	13	25	42
		All ES	50	22	22	24	32
		District	26	35	15	16	34
Nonbinary	All ES^	72	17	17	33	33	
	District	28	33	15	8	44	
Special Populations	EL + RFEP	83	61	20	12	24	43
		All ES	50	24	21	23	33
		District	25	36	13	15	36
	ELL	60	56	23	13	23	40
		All ES	50	24	21	23	32
		District	34	31	16	18	35
RFEP	23	73	13	9	26	52	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Edison

1/16/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
ELA	RFEP	All ES	50	22	21	23	34
		District	18	39	12	14	36
	Foster	1^	-				100
		All ES	55	25	10	31	33
	GATE/Excel	District	23	40	12	20	29
		33	85	9	9	27	55
	Homeless	All ES	49	21	22	27	30
		District	27	34	15	18	33
	Homeless/Foster	9^	-	33	11	33	22
		All ES	55	21	21	25	34
	Low SES	District	28	33	16	17	34
		10^	-	30	10	30	30
	Special Ed.	All ES	55	21	20	25	34
		District	28	34	16	17	33
	Spec Ed. Speech/RSP	134	65	19	11	24	46
		All ES	50	22	22	24	32
	Spec Ed. Speech/RSP	District	26	35	15	16	34
28		41	36	18	14	32	
Spec Ed. Speech/RSP	All ES	43	27	20	23	31	
	District	27	35	15	15	35	
Spec Ed. Speech/RSP	17^	-	18	18	18	47	

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC ELA GROWTH REPORT 2023 School Growth Data by Subgroup

Edison

1/16/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
E L A	Special Populations	Spec Ed. Speech/RSP	All ES	47	24	21	24	31
			District	28	35	15	16	34

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Edison

1/16/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
All Students	141	141	48	24	19	26	31
		All ES	38	23	28	28	20
		District	16	38	19	18	24
Grade	Gr. 04 (Minimum Growth Target: 42)	69	81	9	9	32	51
		All ES	45	18	29	31	22
		District	44	18	29	31	21
	Gr. 05 (Minimum Growth Target: 39)	72	17	39	29	19	13
		All ES	32	28	27	26	19
		District	32	28	27	26	19
Math	Hispanic	114	46	24	18	29	29
		All ES	39	23	28	28	21
		District	14	39	19	18	24
	African American	18 [^]	-	28	33	11	28
		All ES	35	26	27	28	20
		District	14	40	19	17	24
	White	4 [^]	-	25		75	
		All ES	36	22	33	28	18
		District	19	34	22	19	24
	Other	3 [^]	-	33	33	33	
		All ES	40	21	29	29	21
		District	22	34	22	19	26

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

[^]Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Edison

1/16/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)			
		N		Growth Target			
				Declined	Below Target	Above Target	Accelerated*
Ethnicity	Asian	2^	-	100			
		All ES	42	21	26	30	23
		District	19	36	19	20	26
	Cambodian	2^	-	50	50		
		All ES	42	21	26	31	22
		District	19	36	19	20	25
Gender	Female	69	44	26	17	26	30
		All ES	38	23	28	29	20
		District	15	38	19	19	24
	Male	72	52	22	21	25	32
		All ES	39	24	28	27	21
		District	16	38	20	18	25
Nonbinary	All ES^	59		33	50		17
	District	5	38	20	18	25	
Special Populations	EL + RFEP	84	53	19	17	32	32
		All ES	41	23	26	28	23
		District	12	41	18	17	24
	ELL	61	61	15	15	33	38
		All ES	42	23	25	29	23
		District	23	35	19	19	26
	RFEP	23	32	30	22	30	17

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup Edison

1/16/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
		N		Growth Target				
				Declined	Below Target	Above Target	Accelerated*	
Math at Special Populations	RFEP	All ES	40	24	27	26	23	
		District	4	46	17	15	23	
	Foster	1^	-	100	0			
		All ES	41	24	26	33	17	
		District	21	39	16	19	25	
	GATE/Excel	33	29	27	24	33	15	
		All ES	35	24	30	28	18	
		District	19	35	21	20	25	
	Homeless	9^	-	33	11	22	33	
		All ES	37	26	27	26	21	
		District	13	40	19	17	24	
	Homeless/Foster	10^	-	40	10	20	30	
		All ES	38	26	27	26	21	
		District	14	40	19	17	24	
	Low SES	135	48	24	20	27	30	
		All ES	38	24	28	28	21	
		District	14	39	19	18	24	
Special Ed.	29	66	14	21	24	41		
	All ES	37	26	25	25	24		
	District	20	36	19	16	29		
Spec Ed. Speech/RSP	17^	-	18	18	18	47		

The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

*Accelerated Growth = At least double the minimum growth target for the grade level.

SBAC Math GROWTH REPORT 2023 School Growth Data by Subgroup

Edison

1/16/24

Category		Average Scale Score Change from Prior Year to This Year		Percent of Students Change in Scale (Comparing prior year's scale score to this year)				
				Growth Target				
		N		Declined	Below Target	Above Target	Accelerated*	
Math	Special Populations	Spec Ed. Speech/RSP	All ES	39	24	26	26	24
			District	19	36	19	17	28

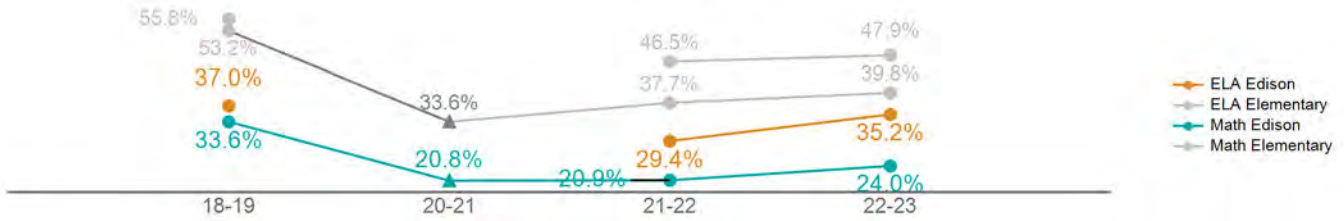
The percentages in each Claim may not equal 100% due to rounding. Students without scores are not included in the graphical comparison of these results.

^Not currently a significant subgroup.

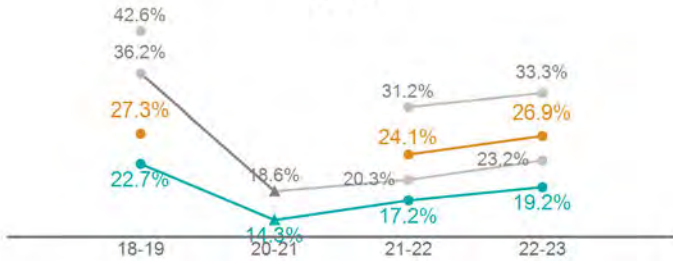
*Accelerated Growth = At least double the minimum growth target for the grade level.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Edison
All Students
N = 200



African American
N = 26



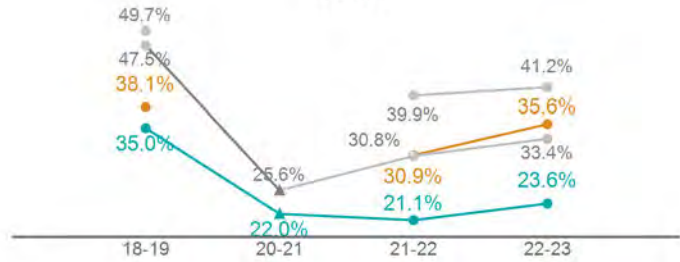
Asian

Subgroup with fewer than 20 students.

Filipino

Subgroup with fewer than 20 students.

Hispanic
N = 161



Pacific Islander

Subgroup with fewer than 20 students.

White

Subgroup with fewer than 20 students.

N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

Native American

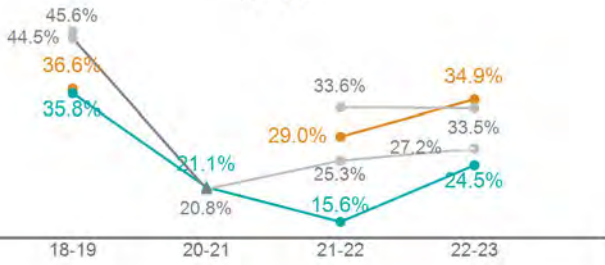
Subgroup with fewer than 20 students.

Other

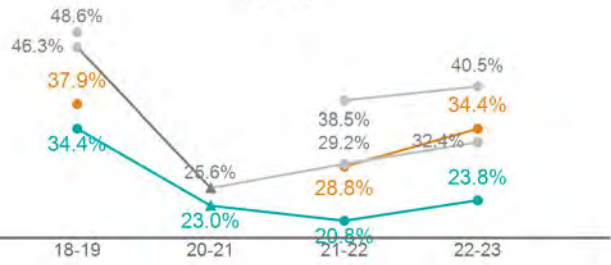
Subgroup with fewer than 20 students.

Percent of Students with Achievement Level of Met or Exceeded in SBAC

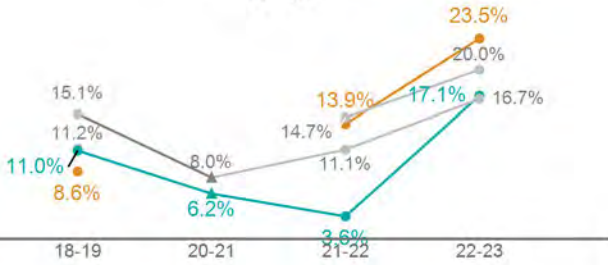
EL + RFEP
N = 110



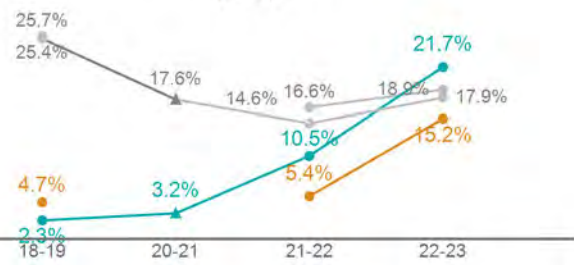
Low SES
N = 189



English Learner
N = 82



Special Education
N = 46



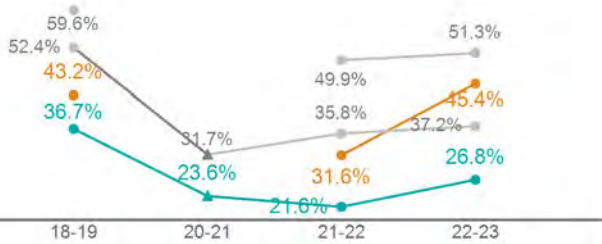
Homeless



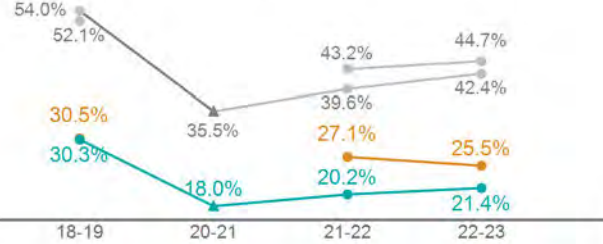
Foster Youth

Subgroup with fewer than 20 students.

Female
N = 97



Male
N = 103



N's are from the current year. SBAC was not administered during the 19-20 school year, due to the COVID-19 emergency closure. Subgroups under 20 students are not included.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,227	52%	31	21	23	25	48%	↑1		↑6
Addams	380	64%	42	22	25	11	36%	↑1		↑10
Alvarado	175	43%	19	24	29	29	57%	↑7		↑11
Barton	215	77%	59	18	17	7	23%	↓-		-
Birney	241	52%	34	18	23	25	48%	↓1		↑4
Bixby	234	35%	15	20	29	36	65%	↑7		↑13
Bryant	159	57%	32	25	24	19	43%	↑3		↑3
Burbank	281	63%	36	27	22	16	37%	↓2		↑9
Burcham	167	28%	16	13	24	48	72%	↓2		↑6
Carver	236	29%	10	19	26	45	71%	↑1		↑7
Chavez	165	68%	50	18	23	8	32%	↑2		↑2
Cleveland	217	23%	6	16	30	47	77%	↑-		↑2
Dooley	384	59%	33	26	23	19	41%	↑6		↑6
Edison	199	65%	41	24	25	10	35%	↑6		↑17
Emerson	158	29%	12	17	20	51	71%	↓-		↓2
Fremont	203	20%	9	11	29	52	80%	↑7		↑12
Gant	277	21%	9	12	25	55	79%	↓4		↑1
Garfield	285	56%	38	18	25	19	44%	↑4		↑13
Gompers	148	41%	29	11	30	30	59%	↑7		↑12
Grant	456	63%	42	21	23	14	37%	↑-		↑2
Harte	406	64%	41	23	21	15	36%	↑4		↑7
Henry	385	34%	12	22	25	41	66%	↑-		↑4
Herrera	337	60%	36	23	23	17	40%	↓2		↑6
Holmes	172	42%	21	22	26	31	58%	↑6		↑9

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
Hudson	225	63%	45	18	23	14	37%	↑5		↑3
Kettering	131	30%	10	20	25	45	70%	↓8		↑1
King	306	67%	48	19	24	9	33%	↓1		↑1
Lafayette	398	65%	37	28	21	14	35%	↓2		↑3
Lincoln	404	60%	33	26	22	19	40%	↓1		↑6
Longfellow	468	39%	17	22	22	39	61%	↑4		↑9
Los Cerritos	241	27%	14	14	27	45	73%	↓1		↑4
Lowell	240	25%	11	14	22	53	75%	↑7		↑4
Macarthur	149	40%	15	26	20	40	60%	↑1		↓3
Madison	152	43%	23	20	23	34	57%	↓4		↓1
Mann	164	65%	39	26	14	21	35%	↑1		-
McKinley	239	63%	43	20	23	14	37%	↑-		↑13
Naples	140	14%	4	9	21	66	86%	↓1		↓4
Oropeza	272	68%	46	22	13	19	32%	↓1		↑5
Prisk	273	22%	7	15	26	52	78%	↓2		↑9
Riley	196	55%	34	20	22	23	45%	↓2		↑8
Roosevelt	451	70%	42	28	20	10	30%	↑1		↑7
Signal Hill	319	48%	26	22	24	28	52%	↑-		↑16
Smith	352	65%	39	26	19	16	35%	↓2		↑-
Stevenson	247	68%	46	22	15	17	32%	↓4		↓1
Twain	190	44%	23	21	31	25	56%	↑4		↑7
Webster	225	71%	47	24	17	12	29%	↓5		↓3
Whittier	292	77%	57	21	15	7	23%	↑5		↑4
Willard	273	68%	41	27	18	14	32%	↑4		↑3

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Elementary	12,299	60%	33	27	22	18	40%	↑2		↓2
Addams	378	70%	42	28	21	9	30%	↑2		↓5
Alvarado	175	56%	25	31	26	18	44%	↓1		↓1
Barton	216	83%	60	24	11	6	17%	↑2		↓2
Birney	245	60%	34	25	25	16	40%	↓2		↓6
Bixby	234	48%	26	22	28	24	52%	↑12		↑6
Bryant	161	62%	39	23	27	11	38%	↑12		↑15
Burbank	284	70%	46	24	23	7	30%	↑2		↑6
Burcham	167	37%	12	25	26	37	63%	↑3		↓2
Carver	236	32%	14	18	31	37	68%	↑5		↑2
Chavez	166	85%	55	30	10	5	15%	↑-		↓5
Cleveland	217	32%	7	25	33	35	68%	↑2		↓5
Dooley	385	68%	35	34	21	10	32%	↑1		↓-
Edison	200	76%	46	31	17	7	24%	↑3		↑3
Emerson	158	36%	15	21	37	27	64%	↑11		↓9
Fremont	203	33%	11	22	30	37	67%	↑1		↓5
Gant	277	24%	6	18	33	43	76%	↑1		↓1
Garfield	286	70%	37	33	17	13	30%	↑-		↓3
Gompers	149	52%	24	28	26	21	48%	↑2		↓1
Grant	456	73%	40	33	19	8	27%	↓-		↓5
Harte	408	74%	48	27	14	11	26%	↑-		↓6
Henry	385	43%	15	28	26	31	57%	↓3		↓9
Herrera	342	72%	40	32	20	8	28%	↑4		↑3
Holmes	172	54%	23	31	23	23	46%	↑2		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
Hudson	225	73%	49	24	17	10	27%	↑6		↓9
Kettering	131	37%	11	25	34	29	63%	↓11		↓9
King	308	73%	40	33	20	7	27%	↑6		-
Lafayette	403	65%	36	29	25	10	35%	↑6		↑-
Lincoln	411	67%	35	32	21	12	33%	↑-		↓-
Longfellow	468	50%	20	30	21	29	50%	↓1		↓2
Los Cerritos	241	40%	17	24	26	34	60%	↓6		↓8
Lowell	240	33%	14	19	23	44	67%	↑6		↓9
Macarthur	149	50%	17	33	28	23	50%	↓3		↓10
Madison	153	47%	22	25	28	25	53%	↑4		↑3
Mann	163	62%	34	28	25	13	38%	↑9		↑5
McKinley	242	73%	42	31	20	7	27%	↑5		↑2
Naples	140	19%	6	13	25	56	81%	↑2		↓8
Oropeza	276	77%	49	29	12	11	23%	↑4		↑3
Prisk	274	29%	11	18	28	43	71%	↓3		↓1
Riley	197	65%	36	30	21	14	35%	↓4		↓7
Roosevelt	456	70%	43	27	19	11	30%	↑4		↑3
Signal Hill	320	59%	29	30	22	19	41%	↓1		-
Smith	357	75%	44	31	16	9	25%	↓4		↓5
Stevenson	252	73%	46	27	16	11	27%	↑5		↑3
Twain	193	54%	26	27	26	20	46%	↑2		↑2
Webster	224	74%	47	27	18	8	26%	↑1		↓5
Whittier	295	81%	61	20	12	7	19%	↑4		↑1
Willard	281	73%	41	32	18	9	27%	↑2		↓7

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Elementary	4,183	70%	16	54	20	10	30%	↑-	-
Addams	119	76%	18	58	20	4	24%	↑6	-
Alvarado	61	66%	8	57	25	10	34%	↓-	-
Barton	64	88%	27	61	8	5	13%	↓4	-
Birney	79	70%	20	49	22	9	30%	↑6	-
Bixby	69	61%	4	57	30	9	39%	↑3	-
Bryant	55	65%	15	51	25	9	35%	↑17	-
Burbank	88	75%	15	60	16	9	25%	↑3	-
Burcham	58	55%	9	47	21	24	45%	↑4	-
Carver	77	47%	3	44	32	21	53%	↑4	-
Chavez	67	85%	28	57	10	4	15%	↑2	-
Cleveland	76	51%	5	46	36	13	49%	↑7	-
Dooley	137	85%	18	68	12	2	15%	↓6	-
Edison	74	82%	27	55	15	3	18%	↓1	-
Emerson	49	45%	8	37	37	18	55%	↑4	-
Fremont	73	42%	3	40	34	23	58%	↓9	-
Gant	86	38%	3	35	31	30	62%	↑1	-
Garfield	88	78%	14	65	15	7	22%	↑2	-
Gompers	52	54%	15	38	37	10	46%	↑21	-
Grant	158	85%	20	65	10	5	15%	↓4	-
Harte	149	83%	22	60	13	4	17%	↑3	-
Henry	135	59%	9	50	27	15	41%	↓1	-
Herrera	130	68%	12	55	25	7	32%	↑5	-
Holmes	57	86%	16	70	9	5	14%	↓11	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
Hudson	78	86%	23	63	10	4	14%	↑8	-
Kettering	44	41%	2	39	41	18	59%	↓2	-
King	111	77%	13	64	16	7	23%	↑5	-
Lafayette	116	90%	15	75	9		10%	↓8	-
Lincoln	118	79%	13	66	18	3	21%	↓3	-
Longfellow	170	57%	5	52	20	23	43%	↓6	-
Los Cerritos	80	45%	8	38	30	25	55%	↓4	-
Lowell	82	51%	2	49	29	20	49%	↓1	-
Macarthur	55	62%	4	58	18	20	38%	↓-	-
Madison	43	56%	12	44	26	19	44%	↑6	-
Mann	60	80%	45	35	12	8	20%	↑13	-
McKinley	85	75%	16	59	21	4	25%	↑6	-
Naples	43	35%	2	33	30	35	65%	↓15	-
Oropeza	104	88%	33	56	10	2	12%	↓11	-
Prisk	91	29%	1	27	43	29	71%	↓6	-
Riley	73	71%	16	55	21	8	29%	↑2	-
Roosevelt	149	84%	20	64	11	5	16%	↓5	-
Signal Hill	107	72%	16	56	19	9	28%	↓4	-
Smith	123	74%	25	49	20	7	26%	↑8	-
Stevenson	97	78%	27	52	19	3	22%	↑3	-
Twain	71	61%	20	41	25	14	39%	↓6	-
Webster	89	76%	11	65	19	4	24%	↑10	-
Whittier	100	84%	35	49	12	4	16%	↑3	-
Willard	93	87%	24	63	11	2	13%	↓9	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All Middle	12,090	54%	29	25	29	16	46%	↓1		↓3
Bancroft	829	45%	20	25	35	20	55%	↑2		↑2
Franklin	1,035	64%	40	25	26	9	36%	↓5		↓1
Hamilton	762	70%	38	32	23	6	30%	↓9		↓9
Hoover	512	66%	35	31	25	9	34%	↓7		↓8
Hughes	1,238	51%	29	22	31	18	49%	↓2		↓4
IVA	1	0%			100	100%	100%	↑24		-
Jefferson	977	50%	26	23	33	18	50%	↑3		↑8
Keller	448	37%	11	25	41	22	63%	↓5		↓5
Lindbergh	398	70%	40	30	25	6	30%	↓2		↓1
Lindsey	720	68%	37	31	26	6	32%	↓4		↓5
Marshall	907	42%	20	23	34	24	58%	↓8		↓7
Nelson	785	64%	35	28	25	11	36%	↑2		↓3
Rogers	746	29%	14	15	33	38	71%	↓1		↓2
Stanford	1,124	33%	15	19	36	31	67%	↑7		↑-
Stephens	700	63%	34	29	27	10	37%	↑10		↑5
Washington	909	74%	43	31	20	6	26%	↓3		↓5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All Middle	12,057	70%	44	25	16	14	30%	↓-		↓2
Bancroft	828	62%	35	27	20	18	38%	↓2		↓1
Franklin	1,033	79%	54	26	11	9	21%	↓2		↓2
Hamilton	754	84%	59	26	11	5	16%	↓9		↓6
Hoover	510	85%	61	24	11	4	15%	↓-		↓4
Hughes	1,222	63%	39	24	17	19	37%	↓1		↓3
IVA	1	0%				100	100%	↑37		-
Jefferson	980	73%	48	25	17	10	27%	↑2		↑3
Keller	447	54%	24	29	25	21	46%	↑1		↓3
Lindbergh	403	84%	52	32	9	7	16%	↑3		↓3
Lindsey	718	85%	63	22	10	5	15%	↑1		↓2
Marshall	902	56%	30	26	22	22	44%	↓3		↓1
Nelson	781	80%	55	25	12	8	20%	↓2		↓4
Rogers	742	46%	23	22	23	31	54%	↑1		↓1
Stanford	1,119	48%	24	24	25	27	52%	↑4		↑1
Stephens	698	78%	49	28	15	7	22%	↑7		↑6
Washington	920	86%	59	27	10	4	14%	↑-		↓5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All Middle	3,987	78%	22	57	16	8	22%	↓1	-
Bancroft	299	75%	17	58	16	9	25%	↓4	-
Franklin	331	85%	29	56	12	3	15%	↓-	-
Hamilton	239	88%	26	62	11		12%	↓7	-
Hoover	167	92%	30	62	8		8%	↓9	-
Hughes	416	69%	14	55	20	11	31%	↑2	-
IVA	1	0%			100	100%	100%	↑41	-
Jefferson	299	81%	17	64	15	4	19%	↑2	-
Keller	135	65%	7	59	24	11	35%	↓2	-
Lindbergh	137	88%	23	64	10	2	12%	↑3	-
Lindsey	239	89%	22	67	10		11%	↑1	-
Marshall	294	74%	20	54	21	4	26%	↓9	-
Nelson	276	93%	37	56	5		7%	↑1	-
Rogers	246	46%	9	38	33	21	54%	↑9	-
Stanford	365	62%	13	48	25	13	38%	↑3	-
Stephens	250	86%	29	57	11	3	14%	↓2	-
Washington	294	91%	32	59	6	3	9%	↑4	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,706	48%	26	22	27	25	52%	↓1		↓-
Avalon	249	74%	44	30	19	7	26%	↓6		↓4
Cubberley	635	32%	17	16	29	39	68%	↑2		↑1
Muir	644	59%	33	26	25	16	41%	↓5		↓1
Newcomb	513	19%	6	13	31	50	81%	↓3		↑2
Powell	592	64%	37	27	26	10	36%	↑1		↓-
Robinson	541	69%	40	28	22	9	31%	↓7		↓2
Tincher	529	31%	13	18	32	37	69%	↑-		↓-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All K-8	3,712	58%	33	25	21	21	42%	↑3		↓2
Avalon	249	81%	58	22	16	3	19%	↑-		↓6
Cubberley	638	45%	24	21	23	32	55%	↑2		↓7
Muir	648	66%	36	31	21	13	34%	↑3		↑2
Newcomb	512	26%	7	20	29	45	74%	↑1		↑2
Powell	592	79%	49	29	16	5	21%	↓1		↓5
Robinson	542	79%	49	30	13	8	21%	↓2		↑1
Tincher	528	39%	16	23	26	35	61%	↑4		↓-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level						2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
All K-8	1,211	70%	16	53	19	11	30%	↑1		-
Avalon	109	85%	30	55	10	5	15%	↑2		-
Cubberley	198	55%	13	42	23	22	45%	↑6		-
Muir	201	81%	22	59	16	3	19%	↑1		-
Newcomb	163	29%	1	28	43	28	71%	↑7		-
Powell	202	88%	24	64	10	2	12%	↓5		-
Robinson	175	87%	17	70	12	1	13%	↓5		-
Tincher	162	64%	10	53	21	15	36%	↓1		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg		
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded	
All High	4,776	48%	27	21	28	24	52%	↑2		↓9	
Browning	58	78%	62	16	19	3	22%	↓20		↓29	
Cabrillo	416	61%	33	28	28	11	39%	↑1		↓1	
CAMS	162	1%			16		83	99%	↑1		↑2
EPHS	262	71%	43	29	24	5	29%	↑4		↓8	
Jordan	422	71%	44	27	21	9	29%	↓2		↓7	
Lakewood	603	56%	31	24	27	17	44%	↓4		↓11	
McBride	165	31%	9	22	40	29	69%	↓4		-	
Millikan	755	35%	16	18	34	32	65%	↑10		↓11	
Polytechnic	906	48%	29	19	26	26	52%	↑4		↓7	
Reid	53	98%	77	21	2		2%	↓2		↓11	
Renaissance	91	47%	21	26	29	24	53%	↑19		↓23	
Sato	120	4%		3	2	39	57	96%	↓1		↑2
Wilson	763	45%	23	21	31	24	55%	↓4		↓13	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded				Met+Exceeded
All High	4,737	75%	53	21	15	11	25%	↑3	↓25	
Browning	59	98%	83	15	2		2%	↓5	↓33	
Cabrillo	410	92%	69	23	7	2	8%	↓2	↓26	
CAMS	162		6%		5	20	74	94%	↑4	↓10
EPHS	225	97%	85	12	3		3%	↑1	↓23	
Jordan	420	93%	75	18	7		7%	↑1	↓28	
Lakewood	603	85%	62	23	12	3	15%	↑2	↓22	
McBride	168	65%	36	29	28	7	35%	↑3	↓31	
Millikan	756	66%	35	30	21	13	34%	↑4	↓30	
Polytechnic	902	69%	54	15	17	13	31%	↑2	↓19	
Reid	53	100%	96	4			0%	-	↓16	
Renaissance	92	86%	64	22	10	4	14%	↑8	↓27	
Sato	118		23%	6	17	25	52	77%	↓1	↓12
Wilson	769	75%	49	26	16	9	25%	↑5	↓29	

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
All High	4,432	75%	14	62	19	6	25%	↑3	-
Browning	59	92%	29	63	8		8%	↑1	-
Cabrillo	375	87%	14	73	13		13%	↑4	-
CAMS	163			21%	20	47	33	79%	↓-
EPHS	88	95%	19	76	5		5%	↓8	-
Jordan	454	91%	20	71	9		9%	↑2	-
Lakewood	635	85%	12	72	14	2	15%	↓4	-
McBride	152	69%	7	62	19	12	31%	↑15	-
Millikan	657	72%	12	59	23	6	28%	↑2	-
Polytechnic	852	70%	14	56	23	8	30%	↑2	-
Reid	60	98%	43	55	2		2%	↑2	-
Renaissance	88	85%	16	69	15		15%	-	-
Sato	93			20%	20	45	34	80%	↑19
Wilson	756	76%	14	62	20	4	24%	↑11	-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met Exceeded	Met+Exceeded	Chg	Chg	Chg
District (998)	3	67%	33	33	33	33%	-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg
District (998)	1	100%	100			0%	-		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC ELA 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr Chg	3 yr Chg	% Cohort Chg
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded			
District	32,799	52%	29	23	26	22	48%	↑-	↓1

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Math 2022-2023 :: School Comparison by Subgroup

1/16/24

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	32,805	66%	40	26	19	16	34%	↑1		↓5

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.

SBAC Science 2022-2023 :: School Comparison by Subgroup

All

School	Tested	Percent by Achievement Level					2 yr	3 yr	% Cohort	
		Not+Nearly Met	Not Met	Nearly Met	Met	Exceeded	Met+Exceeded	Chg	Chg	Chg
District	13,813	74%	17	57	18	8	26%	↑1		-

The percentages in each Claim may not equal 100% due to rounding.
 Students without scores are not included in the graphical comparison of these results.
 Report Name:SBAC - Achievement_Report_by_Subgroup - ARC Report #1097

SBAC ELA 2023

School Name	Overall		Grade 3		Grade 4		Grade 5		Lowest Performing		
	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Met Exceeded	Pct Change	Ethnic Group	Met Exceeded	Change
Addams	35.5%	1.1%	27.2%	2.8%	26.6%	-7.6%	54.2%	10.6%	African American	22.8%	3.2%
Alvarado	57.1%	6.8%	55.4%	15.0%	51.7%	-5.4%	63.9%	9.5%	African American	27.3%	-0.5%
Avalon	26.1%	-5.6%	25.9%	6.6%	13.3%	-23.5%	33.3%	-5.4%	Hispanic	20.3%	-5.9%
Barton	23.3%	-0.2%	25.7%	9.0%	18.2%	-8.1%	26.6%	-1.6%	African American	9.2%	-5.9%
Birney	47.7%	-1.1%	47.8%	3.0%	48.4%	-6.2%	46.8%	-1.3%	African American	40.0%	7.4%
Bixby	65.4%	7.2%	62.8%	6.0%	62.0%	11.3%	72.5%	3.5%	African American	48.0%	14.7%
Bryant	43.4%	3.1%	32.1%	-5.4%	48.1%	-3.8%	50.0%	17.8%	Other	30.0%	-1.3%
Burbank	37.4%	-1.7%	31.3%	-2.0%	41.4%	8.5%	37.9%	-12.1%	Hispanic	33.5%	-1.7%
Burcham	71.9%	-1.8%	58.9%	-15.1%	75.5%	4.3%	81.0%	5.1%	Hispanic	62.9%	5.5%
Carver	70.8%	1.1%	67.1%	-2.8%	74.0%	9.9%	71.4%	-3.6%	Hispanic	59.1%	2.1%
Chavez	31.5%	2.0%	35.4%	10.9%	30.0%	-2.8%	29.9%	-0.6%	Hispanic	25.7%	-1.2%
Cleveland	77.4%	0.2%	75.8%	-6.7%	86.1%	13.0%	69.7%	-5.7%	Hispanic	72.5%	-3.6%
Cubberley	67.6%	2.3%	80.2%	-1.7%	80.6%	20.2%	70.8%	-0.5%	African American	45.2%	-7.3%
Dooley	41.4%	6.1%	46.2%	8.4%	46.5%	14.7%	32.4%	-3.9%	African American	32.8%	8.8%
Edison	35.2%	5.8%	25.0%	10.3%	27.4%	0.7%	50.0%	5.1%	African American	26.9%	2.8%
Emerson	70.9%	-0.3%	71.0%	-0.2%	70.2%	-0.9%	71.4%	0.2%	Hispanic	63.6%	-10.9%
Fremont	80.3%	6.9%	79.7%	-3.3%	84.3%	23.3%	78.1%	-1.1%	Hispanic	67.2%	1.0%
Gant	79.1%	-3.9%	75.5%	-10.4%	76.5%	0.4%	86.0%	-0.9%	Hispanic	69.0%	-3.6%
Garfield	43.5%	4.3%	43.3%	10.6%	35.8%	-0.2%	52.8%	3.3%	Hispanic	39.1%	3.6%
Gompers	59.5%	7.0%	54.3%	7.1%	52.9%	-3.4%	70.6%	17.0%	Hispanic	56.0%	1.4%
Grant	37.1%	0.4%	43.9%	16.4%	30.4%	-7.8%	36.9%	-7.3%	African American	34.1%	-7.2%
Harte	36.0%	3.6%	36.5%	4.9%	29.1%	-0.8%	42.0%	6.1%	African American	16.7%	-9.1%
Henry	66.2%	0.3%	62.7%	-8.5%	67.4%	12.7%	68.1%	-4.2%	Hispanic	62.9%	-1.0%
Herrera	40.4%	-1.8%	28.2%	-5.4%	31.7%	-11.1%	57.1%	7.1%	African American	25.5%	5.1%
Holmes	57.6%	5.8%	60.0%	9.2%	61.5%	10.6%	50.9%	-2.6%	African American	46.6%	3.7%
Hudson	36.9%	5.4%	45.6%	18.1%	28.2%	-3.9%	38.0%	3.4%	African American	20.0%	5.7%
Kettering	70.2%	-8.0%	68.1%	6.5%	72.5%	-4.6%	70.5%	-23.0%	Hispanic	54.3%	-10.9%
King	33.0%	-0.5%	31.0%	3.8%	27.4%	-2.7%	39.6%	-4.7%	African American	26.1%	-3.5%
Lafayette	35.2%	-1.9%	38.5%	1.2%	25.9%	1.7%	41.7%	-6.5%	African American	30.0%	0.7%
Lincoln	40.1%	-1.0%	37.8%	5.3%	36.6%	-3.2%	47.1%	-3.6%	Hispanic	37.1%	-1.4%
Longfellow	60.7%	4.2%	55.5%	4.5%	61.5%	4.3%	64.1%	2.4%	African American	43.8%	10.5%
Los Cerritos	72.6%	-1.3%	70.0%	0.5%	70.4%	-4.0%	77.5%	-0.9%	African American	54.5%	-5.9%
Lowell	75.0%	7.3%	79.2%	13.4%	71.6%	3.7%	74.4%	5.4%	Hispanic	61.2%	6.6%
Macarthur	59.7%	0.6%	72.5%	10.8%	53.5%	-6.5%	52.7%	-3.0%	Hispanic	56.1%	1.0%
Madison	57.2%	-3.7%	50.0%	-10.0%	63.2%	-3.5%	58.1%	1.3%	African American	40.0%	0.7%
Mann	35.4%	1.0%	33.3%	2.9%	35.2%	-8.2%	37.3%	8.0%	African American	31.0%	-12.3%
McKinley	36.8%	0.0%	24.6%	-6.3%	35.6%	1.2%	48.2%	2.1%	Hispanic	35.3%	-4.3%
Muir	41.3%	-4.7%	40.0%	3.6%	33.1%	-5.1%	38.8%	-4.1%	African American	30.4%	0.4%
Naples	86.4%	-1.3%	88.2%	3.8%	84.8%	-6.5%	86.0%	-1.2%	Hispanic	75.0%	5.3%
Newcomb	81.1%	-2.6%	71.6%	-1.5%	73.9%	-4.6%	85.1%	-1.1%	African American	75.0%	-0.8%
Oropeza	32.4%	-0.7%	42.7%	7.1%	30.2%	16.3%	26.7%	-26.1%	African American	17.5%	-0.7%
Powell	36.0%	1.1%	45.7%	6.8%	37.6%	8.3%	37.8%	-5.1%	Other	18.2%	-20.3%
Prisk	78.4%	-2.0%	75.0%	9.9%	74.5%	-10.6%	85.7%	-5.5%	African American	47.6%	-21.1%
Riley	45.4%	-2.3%	34.8%	-3.3%	50.9%	-3.0%	50.7%	0.7%	African American	24.0%	6.6%
Robinson	31.4%	-7.2%	18.3%	-12.2%	26.1%	-11.1%	35.9%	-5.3%	African American	22.8%	-5.9%

SBAC ELA 2023

	Difference	Highest Performing		ELL + RFEP		Homeless - Foster		Spec Ed: Speech/RSP		Spec Ed	
N	Highest & Lowest Ethnic Group	Ethnic Group	N	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change	Met Exceeded	Change
57	14.4%	Hispanic	282	34.2%	-2.6%	34.0%	7.3%	11.8%	11.8%	7.1%	7.1%
22	38.7%	Cambodian	50	50.9%	8.4%	26.3%	-11.2%	5.3%	-11.4%	5.3%	-11.4%
197	27.4%	White	44	18.6%	-5.9%	0.0%	-11.1%	3.0%	-8.5%	3.0%	-8.5%
65	15.8%	Hispanic	112	10.9%	-8.4%	27.8%	9.6%	5.7%	1.4%	6.0%	3.0%
35	36.0%	Filipino	25	36.4%	-13.6%	35.1%	-20.2%	9.7%	-2.8%	6.8%	-4.8%
25	25.9%	Other	23	53.8%	-0.3%	69.2%	14.7%	21.7%	-3.3%	21.7%	-2.3%
20	14.2%	Hispanic	86	28.1%	1.5%	75.0%	35.0%	28.6%	14.3%	11.1%	6.1%
212	12.5%	African American	37	33.9%	3.7%	27.0%	-13.0%	7.7%	-3.1%	7.5%	-3.0%
70	21.8%	White	52	28.6%	-4.8%	60.0%	-15.0%	47.8%	4.3%	47.8%	4.3%
88	30.7%	Other	39	75.0%	30.6%	54.5%	12.9%	21.7%	-6.8%	20.8%	-7.7%
109	4.9%	African American	36	28.6%	9.0%	17.6%	-9.6%	26.3%	20.1%	11.9%	6.6%
91	8.7%	White	80	60.0%	-28.9%	50.0%	-22.2%	67.4%	8.5%	63.0%	4.1%
42	40.5%	Asian	28	41.5%	-6.0%	56.4%	9.7%	38.6%	10.3%	22.7%	5.4%
64	7.1%	Hispanic	283	33.6%	0.6%	30.8%	2.8%	9.4%	4.2%	7.7%	3.0%
26	8.7%	Hispanic	160	34.9%	5.8%	21.1%	8.6%	28.0%	17.5%	15.2%	9.8%
55	16.1%	White	69	50.0%	-25.0%	20.0%	-17.5%	46.2%	20.1%	38.5%	12.4%
67	19.7%	White	84	37.5%	4.2%	66.7%	20.5%	50.0%	16.7%	50.0%	18.4%
87	26.0%	Asian	20	66.7%	-3.3%	75.0%	25.0%	71.4%	17.3%	71.4%	17.3%
225	21.8%	Filipino	23	32.4%	0.6%	18.2%	-0.3%	25.0%	-0.9%	25.0%	-0.9%
84	0.0%	Hispanic	84	18.8%	-16.3%	63.2%	13.2%	44.4%	8.7%	35.3%	9.4%
44	24.2%	Cambodian	24	29.1%	-1.8%	20.5%	-8.7%	13.8%	3.4%	13.3%	3.3%
54	43.3%	Asian	45	33.8%	8.6%	35.1%	18.4%	12.5%	4.5%	6.9%	2.9%
272	13.7%	White	64	51.5%	-8.0%	81.8%	-1.5%	40.0%	4.3%	40.0%	4.3%
47	36.4%	Cambodian	42	41.0%	3.4%	38.3%	4.3%	7.4%	-3.7%	7.4%	-3.7%
58	8.5%	Hispanic	69	60.0%	19.3%	30.0%	0.6%	17.6%	-4.6%	17.6%	-3.4%
45	40.0%	Filipino	30	33.3%	0.0%	28.0%	6.6%	14.3%	4.3%	8.7%	3.8%
35	28.3%	White	46	71.4%	7.8%	44.4%	-25.6%	22.7%	1.3%	22.7%	1.3%
23	6.5%	Hispanic	267	27.0%	-4.4%	22.9%	-11.8%	14.7%	-6.7%	15.8%	-6.1%
40	4.3%	Hispanic	329	27.7%	-10.7%	20.5%	2.3%	5.1%	2.0%	5.1%	2.2%
334	22.2%	Cambodian	32	37.4%	-1.8%	32.3%	4.8%	15.9%	-7.3%	15.4%	-6.8%
73	39.9%	Cambodian	37	47.5%	12.9%	42.9%	4.4%	25.6%	7.4%	25.6%	8.2%
44	33.5%	Cambodian	25	69.6%	2.9%	50.0%	-5.6%	30.8%	-12.1%	29.6%	-11.3%
67	26.3%	Other	24	70.6%	18.0%	57.1%	23.8%	54.5%	24.5%	34.2%	16.0%
82	10.6%	White	36	66.7%	10.4%	54.5%	-12.1%	47.8%	16.0%	47.8%	17.4%
30	6.5%	Hispanic	71	66.7%	12.1%	43.8%	-17.4%	9.1%	9.1%	9.1%	9.1%
29	0.6%	Hispanic	98	20.0%	10.6%	30.0%	-9.1%	13.3%	0.0%	6.1%	-0.6%
173	14.7%	African American	34	29.8%	2.3%	50.0%	26.2%	6.1%	3.4%	5.9%	3.3%
69	33.9%	Filipino	70	38.9%	-3.9%	34.1%	-10.9%	7.3%	-7.0%	4.2%	-3.2%
36	16.9%	White	74	80.0%	13.3%	100.0%		50.0%	-10.0%	50.0%	-4.5%
32	10.7%	Asian	21	69.6%	8.9%	75.0%	0.0%	44.9%	1.0%	44.9%	1.0%
40	14.5%	Hispanic	203	26.7%	-5.9%	28.6%	9.7%	5.9%	-11.2%	5.7%	-9.8%
22	41.8%	Pacific Islander	20	34.3%	1.4%	35.6%	0.0%	20.8%	5.9%	18.9%	4.1%
21	44.3%	Other	37	75.0%	37.5%	68.8%	8.8%	63.8%	-3.7%	63.8%	-3.7%
25	41.0%	Cambodian	20	31.4%	-10.0%	48.0%	1.6%	24.1%	-6.3%	12.7%	-7.3%
123	10.7%	Hispanic	379	32.0%	-7.7%	38.9%	-10.2%	6.7%	-5.6%	6.6%	-5.7%

SBAC ELA 2023

Gender Diff
4.7%
2.3%
7.7%
4.1%
13.5%
10.0%
10.0%
7.2%
5.4%
7.3%
8.1%
10.6%
14.1%
0.4%
19.9%
17.4%
6.1%
3.2%
14.8%
9.2%
5.0%
9.5%
8.8%
7.6%
7.2%
4.9%
0.1%
8.9%
0.4%
8.7%
4.5%
2.8%
14.6%
3.7%
1.3%
7.2%
18.3%
13.3%
5.7%
13.6%
7.8%
5.4%
0.4%
5.5%
13.8%

SBAC ELA 2023

Roosevelt	29.9%	1.2%	28.5%	5.4%	24.5%	4.0%	37.2%	-5.0%	African American	23.5%
Signal Hill	52.0%	0.2%	41.1%	-4.2%	53.3%	6.1%	61.7%	0.0%	African American	43.1%
Smith	34.9%	-1.9%	30.9%	-5.6%	31.1%	-6.7%	42.5%	6.3%	African American	26.3%
Stevenson	32.0%	-3.7%	31.7%	6.4%	28.6%	-12.7%	35.4%	-6.0%	Hispanic	28.9%
Tincher	68.8%	0.2%	74.4%	8.6%	65.9%	-3.8%	67.6%	-1.4%	African American	50.0%
Twain	55.8%	4.0%	60.8%	7.3%	51.5%	9.2%	56.3%	-2.0%	African American	37.5%
Webster	29.3%	-4.8%	32.4%	12.7%	25.8%	-13.1%	29.5%	-12.6%	African American	11.4%
Whittier	22.6%	5.1%	22.0%	5.5%	19.6%	0.8%	26.3%	8.9%	African American	11.5%
Willard	32.2%	4.1%	32.3%	9.4%	30.2%	6.0%	34.1%	-5.2%	African American	30.0%

SBAC ELA 2023

1.8%	51	6.7%	Hispanic	367	27.0%	-1.7%	19.4%	-0.3%	12.1%	4.1%	11.7%
2.4%	58	21.9%	Other	20	48.4%	5.2%	50.0%	0.0%	19.2%	3.4%	10.2%
-1.6%	38	26.3%	Cambodian	38	27.3%	-3.0%	35.0%	6.7%	4.3%	-11.3%	2.8%
-6.6%	180	2.8%	African American	41	24.5%	-8.8%	31.6%	13.9%	11.1%	-9.5%	11.1%
-8.2%	56	36.8%	Asian	38	41.8%	-2.4%	51.5%	-9.8%	28.8%	11.8%	28.3%
11.8%	24	19.2%	White	30	47.1%	21.0%	54.5%	6.3%	35.0%	4.6%	22.6%
-2.0%	44	16.6%	Hispanic	143	26.9%	-6.5%	20.8%	-11.3%	12.1%	12.1%	11.4%
-3.6%	26	23.5%	Cambodian	40	18.6%	1.2%	13.8%	8.9%	8.6%	5.7%	5.9%
10.0%	40	10.0%	Asian	20	26.3%	-0.2%	33.3%	3.7%	5.0%	-6.1%	5.0%

SBAC ELA 2023

4.1%	1.4%
2.9%	11.0%
-7.5%	10.4%
-8.3%	1.9%
11.2%	8.9%
5.9%	7.2%
11.4%	5.8%
4.0%	6.0%
-5.7%	11.2%

Edison

2022-2023

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2022-2023	YR	All	All	17	2	1
		Grade	Gr. 01	4	1	
			Gr. 02	7	1	1
			Gr. 04	2		
			Gr. 05	4		
		Ethnicity	African American	10		
			Hispanic	7	2	1
		Gender	Female	3		
			Male	14	2	1
		Fluency	EL + RFEP	1	1	
			ELL		1	
			RFEP	1		
		LowSES	Low SES	15	2	1
		SPED	Special Ed.	6	1	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	3		

Edison

2021-2022

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2021-2022	YR	All	All	7	15	
		Grade	Gr. 01	1		
			Gr. 02	4	12	
			Gr. 05	2	3	
		Ethnicity	African American	5	6	
			Hispanic	2	7	
			White		2	
		Gender	Female		2	
			Male	7	13	
		Fluency	EL + RFEP	1		
			ELL	1		
		Homeless	Homeless	1	6	
		LowSES	Low SES	7	9	
		SPED	Special Ed.	1	8	
		SPED-Speech/RSP	Spec Ed. Speech/RSP	1	6	

Edison

2019-2020

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2019-2020	YR	All	All	11	4	
		Grade	Gr. 02	1	2	
			Gr. 03	3		
			Gr. 04	3	1	
			Gr. 05	4		
			Gr. K		1	
		Ethnicity	African American	2	2	
			Hispanic	7	2	
			White	2		
		Gender	Female	2		
			Male	9	4	
		Fluency	EL + RFEP	6	1	
			ELL	1		
			RFEP	5	1	
		Foster	Foster	1	2	
		Homeless	Homeless	1		
		LowSES	Low SES	10	3	
		SPED	Special Ed.	1	1	

Edison

2018-2019

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome f

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2018-2019	YR	All	All	6	26	
		Grade	Gr. 01	5	13	
			Gr. 05	1	13	
		Ethnicity	Hispanic	5	26	
			White	1		
		Gender	Female	1		
			Male	5	26	
		Fluency	EL + RFEP	4	13	
			ELL	4	13	
		Homeless	Homeless	1		
		LowSES	Low SES	5	26	
		SPED	Special Ed.	5	26	

Edison

2017-2018

Count of Unique Student-Incidents by Action Type (disposition type).

Each student is counted once per incident; each incident is categorized based on the most severe outcome of

School year	timeframe value	subcategory	subgroup	exclusionary	other_action	no_action_taken
2017-2018	YR	All	All	6	22	
		Grade	Gr. 02	2	7	
			Gr. 03	2	11	
			Gr. 04	2		
			Gr. K		4	
		Ethnicity	African American	2	10	
			Hispanic	1		
			Other	2	11	
			White	1	1	
		Gender	Female	1		
			Male	5	22	
		Fluency	EL + RFEP		4	
			ELL		4	
		LowSES	Low SES	2	2	
		SPED	Special Ed.	3	12	

Edison

22-23

Legend
Exclusionary
Other Action
No Action Taken
Restorative Justice

Count of Unique Student-Incidents by Action Type (disposition type).
 Each student is counted once per incident; each incident is categorized based on the most severe outcome for the student. Incidents missing dispositions are counted under "No Action Taken" type.

subgroup		YR	
Category		# Records	Percent by Category
All Students	All	20	85 Exclusionary, 5 No Action Taken, 10 Other Action
	Grade		
	Gr. 01	5	80 Exclusionary, 20 Other Action
	Gr. 02	9	78 Exclusionary, 11 No Action Taken, 11 Other Action
	Gr. 04	2	100 Exclusionary
	Gr. 05	4	100 Exclusionary
Ethnicity	African American	10	100 Exclusionary
	Hispanic	10	70 Exclusionary, 20 No Action Taken, 10 Other Action
Gender	Female	3	100 Exclusionary
	Male	17	82 Exclusionary, 12 No Action Taken, 6 Other Action
Special Populations	EL + RFEP	2	50 Exclusionary, 50 Other Action
	ELL	1	100 Other Action
	Low SES	18	83 Exclusionary, 11 No Action Taken, 6 Other Action
	RFEP	1	100 Exclusionary
	Spec Ed. Speech/RSP	3	100 Exclusionary
	Special Ed.	7	86 Exclusionary, 14 Other Action

Edison

22-23

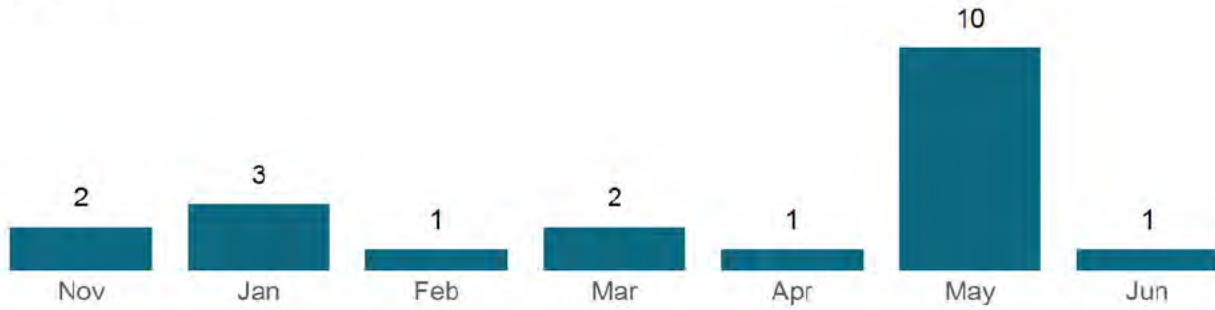
Students by Subgroup Categorized by 1 or more than 1 incident

subgroup		YR	
		# Students	Percent by Category
Category			
All Students	All	15	27 73
Grade	Gr. 01	3	67 33
	Gr. 02	6	33 67
	Gr. 04	2	100
	Gr. 05	4	100
Ethnicity	African American	7	29 71
	Hispanic	8	25 75
Gender	Female	1	100
	Male	14	21 79
Special Populations	EL + RFEP	2	100
	ELL	1	100
	Low SES	13	31 69
	RFEP	1	100
	Spec Ed. Speech/RSP	2	50 50
	Special Ed.	5	40 60

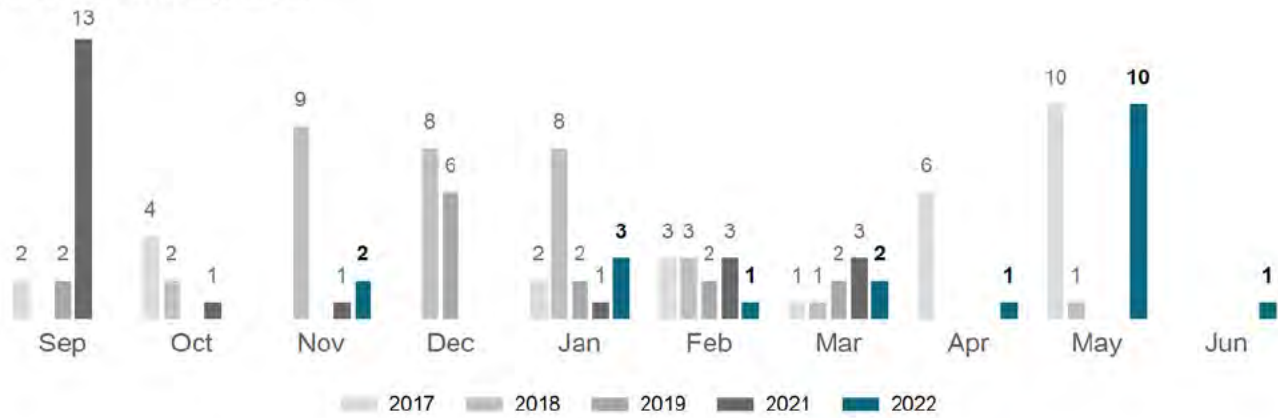
Edison

22-23

By Month for 22-23



By Month- 5-year comparison



	17-18	18-19	19-20	21-22	22-23
Sep		2		2	13
Oct		4	2		1
Nov			9		1
Dec			8	6	
Jan		2	8	2	1
Feb		3	3	2	3
Mar		1	1	2	3
Apr		6			1
May		10	1		10
Jun					1

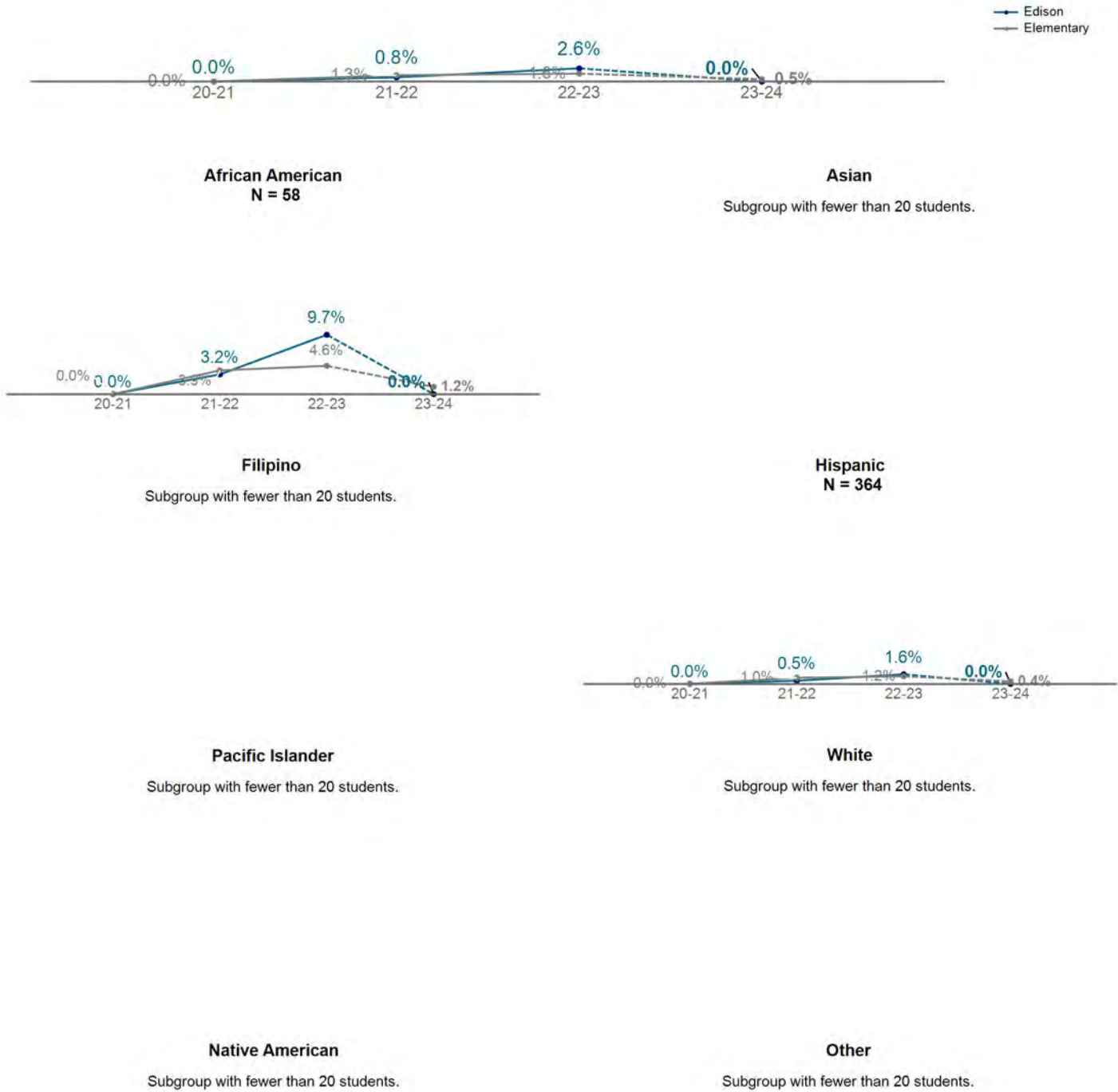
[Submit Feedback](#)

Edison

22-23

Suspension Rate

Edison
All Students
N = 463



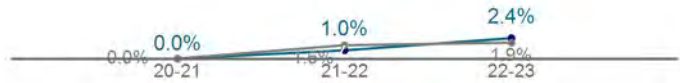
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

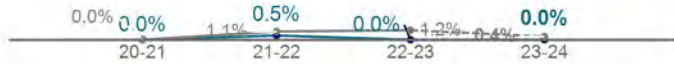
EL + RFEP
N = 205



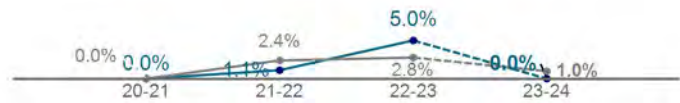
Low SES



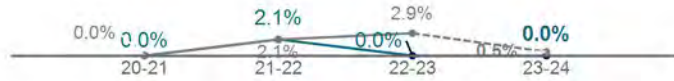
English Learner
N = 182



Special Education
N = 95



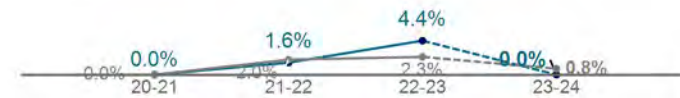
Homeless or Foster Youth
N = 50



Female
N = 212



Male
N = 251



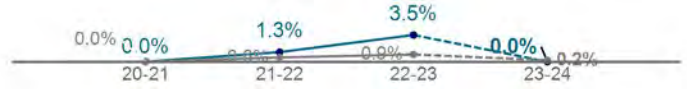
N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year. Only suspensions given by the selected school are counted in the displayed data. Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

Suspension Rate

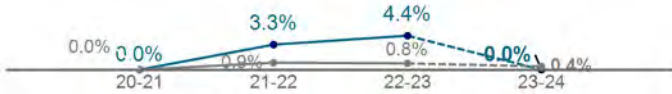
Gr. K
N = 64



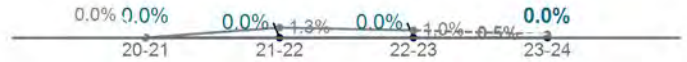
Gr. 01
N = 69



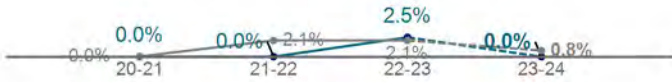
Gr. 02
N = 75



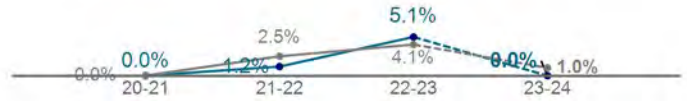
Gr. 03
N = 83



Gr. 04
N = 61



Gr. 05
N = 78



N's are rolling enrollment counts (count of students enrolled at any point in the year) for the current year.
Only suspensions given by the selected school are counted in the displayed data.
Dashed line represents data for current year still in progress. Subgroups under 20 students are not included.

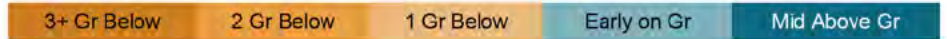


i-Ready Math Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	66	36	64			
			2	66	11	86	3		
			3	66	9	65	11	15	
	Teacher	Khim, V	1	3	100				
			2	2	100				
			3	8	50	50			
		Lores-Castro, M	1	17	53	47			
			2	18	17	83			
			3	19	5	53	11	32	
		Reyes, N	1	20	25	75			
			2	21	5	95			
			3	21	10	71	14	5	
		Urias, C	1	20	25	75			
			2	21		90	10		
			3	20		75	10	15	
		Ethnicity	African American	1	5	100			
				2	4	100			
				3	7	29	29	14	29
	Asian		1	1	100				
			2	1	100				
	Filipino		1	1	100				
			2	1	100				
			3	1	100				
	Hispanic		1	57	40	60			
			2	59	10	86	3		
			3	56	7	68	11	14	
	White		1	2	100				
2			1	100					
3			1	100					
Other	3	1	100						

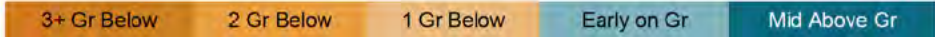


i-Ready Math Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 1

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	Gender	Female	1	29	34	66			
			2	30	7	93			
			3	27	11	78	7	4	
		Male	1	37	38	62			
			2	36	14	81	6		
			3	39		8	56	13	23
	Special Populations	Low SES	1	63	33	67			
			2	61	10	87	3		
			3	63		10	65	11	14
		ELL	1	26	35	65			
			2	31	10	90			
			3	27	7	74	7	11	
		EL + RFEP	1	26	35	65			
			2	31	10	90			
			3	27	7	74	7	11	
		Special Ed.	1	8	88	13			
			2	7	43	57			
			3	13	31	54	15		
		Spec Ed. Speech/RSP	1	5	80	20			
			2	5	20	80			
			3	5		60	40		
Foster	1	3	67	33					
	2	2	50	50					
	3	2	50	50					
Homeless	1	5	60	40					
	2	6	17	83					
	3	3		100					

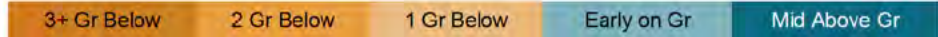


i-Ready Math Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
2	All Students	All	1	74	65	35			
			2	71	38	59	3		
			3	76	29	58	8	5	
	Teacher	Enich, J	1	22	59	41			
			2	22	36	64			
			3	23	35	52	9	4	
		Martinez, G	1	22	91	9			
			2	22	50	50			
			3	24	21	71	4	4	
		Schierer, M	1	19	26	74			
			2	21	14	76	10		
			3	23	9	70	13	9	
		Wenrick, D	1	6	100				
			2	5	100				
			3	7	100				
	Ethnicity	African American	1	17	47	53			
			2	15	33	67			
			3	15	33	60	7		
		Hispanic	1	50	72	28			
			2	50	44	52	4		
			3	55	29	58	7	5	
		White	1	4	50	50			
			2	3	100				
			3	3	33	33	33		
	Other	1	3	67	33				
		2	3	100					
		3	3	67	33				
Gender	Female	1	35	71	29				
		2	29	48	48	3			
		3	29	34	59	3	3		
	Male	1	39	59	41				
		2	42	31	67	2			
		3	47	26	57	11	6		



i-Ready Math Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 2

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	Low SES	1	70	64		36		
			2	68	37		60		3
			3	71	28		58		8
		ELL	1	28	82		18		
			2	26	54		42		4
			3	28	32		61		7
		RFEP	1	3	67		33		
			2	3	100				
			3	3			33		33
		EL + RFEP	1	31	81		19		
			2	29	48		48		3
			3	31	29		58		10
		Special Ed.	1	16	94		6		
			2	16	75		25		
			3	19	53		47		
		Spec Ed. Speech/RSP	1	11	91		9		
			2	11	64		36		
			3	12	25		75		
		Foster	1	3	67		33		
			2	2	50		50		
			3	2	100				
Homeless	1	6	67		33				
	2	7	57		43				
	3	6	33		50		17		
GATE/Excel	1	10	40		60				
	2	10	20		60		20		
	3	9			44		22	33	

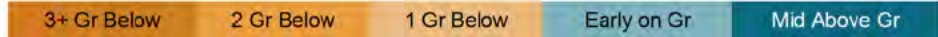


i-Ready Math Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
3	All Students	All	1	54	43	37	20			
			2	55	18	27	44	11		
			3	54		13	20	39	15	13
	Teacher	Donnelly-Boyd, D	1	19	42	53	5			
			2	20	15	45	35	5		
			3	21	10	29	48	10	5	
		Iseri, S	1	23	17	39	43			
			2	24	4	17	58	21		
			3	24		4	13	33	25	25
		Wenrick, D	1	9		89	11			
			2	9		56	22	22		
			3	9		44	22	33		
	Ethnicity	African American	1	8		63	25	13		
			2	8		25	25	50		
			3	7		43	43	14		
		Hispanic	1	43		42	40	19		
			2	44		18	27	43	11	
			3	44		16	18	39	16	11
		White	1	2		50	50			
			2	2		50	50			
			3	2			50	50		
	Other	1	1		100					
		2	1				100			
		3	1				100			
Gender	Female	1	30	43	37	20				
		2	30	13	30	50	7			
		3	28		14	21	36	14	14	
	Male	1	24		42	38	21			
		2	25		24	24	36	16		
		3	26		12	19	42	15	12	
Special Populations	Low SES	1	52	42	37	21				
		2	53		19	28	42	11		
		3	52		13	21	37	15	13	

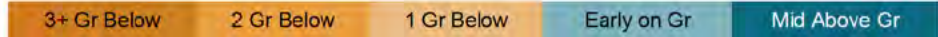


i-Ready Math Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 3

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	Special Populations	ELL	1	20	55	35	10		
			2	20	15	35	40	10	
			3	20	20	10	45	15	10
		RFEP	1	5	80	20			
			2	5	20	80			
			3	5		60	20	20	
		EL + RFEP	1	25	44	44	12		
			2	25	12	32	48	8	
			3	25	16	8	48	16	12
		Special Ed.	1	16	69	19	13		
			2	16	38	25	25	13	
			3	16	25	25	25	19	6
		Spec Ed. Speech/RSP	1	7	43	29	29		
			2	7	14	29	29	29	
			3	7		29	14	43	14
		Foster	1	2	100				
			2	2	50	50			
		Homeless	1	7	43	57			
			2	9	22	11	56	11	
			3	9		11	22	22	33
		GATE/Excel	1	4	25	75			
2	4			75	25				
3	4				50	50			

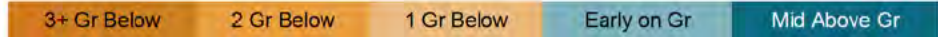


i-Ready Math Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr	
4	All Students	All	1	69	35	17	46	1		
			2	71	21	21	39	14	4	
			3	71	15	10	34	23	18	
		Teacher	Alonzo, P	1	30	3	17	80		
				2	31	3	6	48	32	10
				3	32	6		31	28	34
			De La Cruz, D	1	32	50	19	28	3	
				2	33	24	39	36		
				3	32	16	13	44	22	6
	Olguin, Z		1	7	100					
			2	7	86	14				
			3	8	88	13				
	Ethnicity	African American	1	8	13	38	50			
			2	8	25	63	13			
			3	8	13	50	13	25		
		Asian	1	2	50	50				
			2	2	100					
			3	2	50	50				
		Hispanic	1	56	39	14	45	2		
			2	57	23	23	35	16	4	
			3	56	16	11	30	25	18	
		White	1	2	50	50				
			2	3	67	33				
			3	3	33	67				
Other		1	1	100						
		2	1				100			
		3	2	50	50					
Gender	Female	1	37	38	14	49				
		2	38	29	13	45	11	3		
		3	35	20	11	26	31	11		
	Male	1	32	31	22	44	3			
		2	33	12	30	33	18	6		
		3	36	11	8	42	14	25		

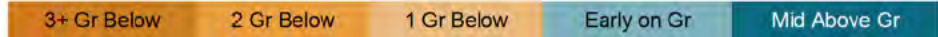


i-Ready Math Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 4

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
4	Special Populations	Low SES	1	66	36	15	47	2		
			2	66	21	21	39	14	5	
			3	64	16	9	34	22	19	
		ELL	1	39	44	15	38	3		
			2	39	28	23	33	13	3	
			3	38	18	11	32	26	13	
		RFEP	1	8	25	75				
			2	8			38	50	13	
			3	7			14	29	57	
		EL + RFEP	1	47	36	17	45	2		
			2	47	23	19	34	19	4	
			3	45	16	9	29	27	20	
		Special Ed.	1	17	71	6	18	6		
			2	17	47	24	24	6		
			3	18	39	11	28	11	11	
		Spec Ed. Speech/RSP	1	10	50	10	30	10		
			2	10	20	30	40	10		
			3	10	10	50	20	20		
		Foster	1	2	50	50				
			2	2	50	50				
		Homeless	1	7	57	14	29			
2	7		43	14	43					
3	6		33	50	17					
GATE/Excel	1	10	100							
	2	10			20	50	30			
	3	10				20	80			

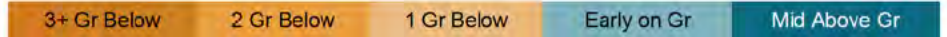


i-Ready Math Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 5

Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
5	All Students	All	1	70	29	23	37	9	3
			2	71	18	15	49	14	3
			3	71	8	24	38	15	14
	Teacher	Banach, J	1	33	48	30	21		
			2	33	24	30	42	3	
			3	34	12	41	41	6	
		Olguin, Z	1	3	100				
			2	4	100				
			3	4	100				
		Shaffer, M	1	35	6	17	54	17	6
			2	35	3	6	60	26	6
			3	35	9	37	26	29	
	Ethnicity	African American	1	9	11	67	22		
			2	10	20	10	70		
			3	11	9	27	64		
		Hispanic	1	58	31	16	40	10	3
			2	58	17	17	45	17	3
			3	58	9	24	33	19	16
		White	1	1	100				
			2	1	100				
			3	2	50	50			
	Other	1	2	50	50				
		2	2	100					
		3	2	50	50				
	Gender	Female	1	33	30	18	42	9	
			2	32	22	16	47	16	
			3	33	9	27	27	24	12
Male		1	37	27	27	32	8	5	
		2	39	15	15	51	13	5	
		3	38	8	21	47	8	16	
Special Populations	Low SES	1	69	29	22	38	9	3	
		2	69	17	16	49	14	3	
		3	70	9	24	39	14	14	

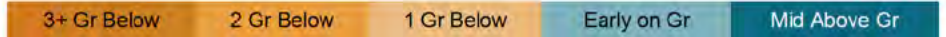
i-Ready Math Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
5	Special Populations	ELL	1	22	50	27	23			
			2	22	27	18	55			
			3	23	17	22	39	22		
		RFEP	1	16		13	44	31	13	
			2	16		6	13	31	38	13
			3	16		25	25	6	44	
		EL + RFEP	1	38		34	16	32	13	5
			2	38		18	16	45	16	5
			3	39		10	23	33	15	18
		Special Ed.	1	9		56	22	22		
			2	11		45	18	36		
			3	10		30	40	20	10	
		Spec Ed. Speech/RSP	1	8		50	25	25		
			2	7		14	29	57		
			3	8		13	50	25	13	
		Foster	1	1		100				
		Homeless	1	4		25	25	50		
			2	4		25	75			
			3	4		25	50	25		
		GATE/Excel	1	23		9	57	26	9	
			2	23			52	39	9	
3	23			4	35	17	43			

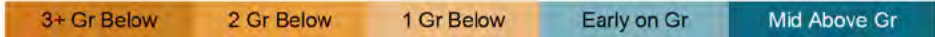
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
1	All Students	All	1	67	22	75	3		
			2	63	5	86	8	2	
			3	66		5	64	14	18
	Teacher	Khim, V	1	3		100			
			2	1		100			
			3	10	20	80			
		Lores-Castro, M	1	17	29	71			
			2	18		94	6		
			3	19		68	11	21	
		Reyes, N	1	20	20	75	5		
			2	21	10	71	19		
			3	21		5	62	5	29
		Urias, C	1	20	5	90	5		
			2	21		86	10	5	
			3	20		55	30	15	
	Ethnicity	African American	1	5		100			
			2	4		75	25		
			3	6		67	17	17	
		Asian	1	1		100			
			2	1		100			
			3	1		100			
		Filipino	1	1		100			
			2	1		100			
			3	1				100	
		Hispanic	1	58	24	72	3		
			2	56	5	86	7	2	
			3	56		5	63	14	18
White		1	2		100				
		2	1		100				
		3	1		100				
Other	3	1		100					

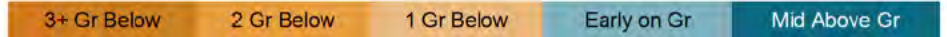
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 1



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
1	Gender	Female	1	29	17	76	7		
			2	29	7	86	7		
			3	28	4	71	11	14	
		Male	1	38	26	74			
			2	34	3	85	9	3	
			3	38	5	58	16	21	
	Special Populations	Low SES	1	64	20	77	3		
			2	58	3	88	9		
			3	64	5	64	14	17	
		ELL	1	27	30	70			
			2	31	10	87	3		
			3	28	4	75	7	14	
		EL + RFEP	1	27	30	70			
			2	31	10	87	3		
			3	28	4	75	7	14	
		Special Ed.	1	8	63	38			
			2	6	100				
			3	14	14	71	7	7	
		Spec Ed. Speech/RSP	1	5	40	60			
			2	5	100				
			3	4		50	25	25	
		Foster	1	3	33	67			
			2	2	100				
			3	2	100				
Homeless	1	5	20	80					
	2	5	100						
	3	2	100						

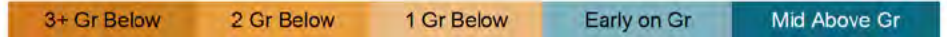
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	All Students	All	1	75	56	37	34		
			2	68	49	37	6	9	
			3	73	36	40	11	14	
	Teacher	Enich, J	1	22	68	32			
			2	22	59	32	9		
			3	23	35	48	9	9	
		Martinez, G	1	22	68	32			
			2	23	57	35	4	4	
			3	24	46	42	8	4	
		Schierer, M	1	19	16	63	11	11	
			2	21	10	52	19	19	
			3	23	4	39	17	39	
	Wenrick, D	1	6	100					
		2	6	100					
		3	7	100					
	Ethnicity	African American	1	17	35	53	6	6	
			2	13	23	54	8	15	
			3	13	23	38	15	23	
		Hispanic	1	51	69	25	24		
			2	48	60	29	4	6	
			3	54	43	37	11	9	
		White	1	4	25	75			
			2	4	25	50	25		
			3	3	100				
Other	1	3	100						
	2	3	67	33					
	3	3	33	67					
Gender	Female	1	34	50	38	3	9		
		2	28	43	39	18			
		3	27	30	41	11	19		
	Male	1	41	61	37	2			
		2	40	53	35	10	3		
		3	46	39	39	11	11		

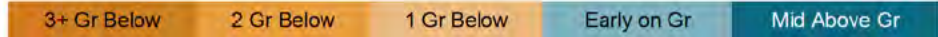
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 2



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
2	Special Populations	Low SES	1	71	58	37	33		
			2	66	47	38	6	9	
			3	68	35	41	9	15	
		ELL	1	28	64	36			
			2	26	62	35	4		
			3	27	52	33	7	7	
		RFEP	1	3	33	33	33		
			2	2	50	50			
			3	3	67	33			
		EL + RFEP	1	31	61	35	3		
			2	28	57	36	4	4	
			3	30	47	37	7	10	
		Special Ed.	1	18	83	17			
			2	16	81	19			
			3	18	78	17	6		
		Spec Ed. Speech/RSP	1	12	75	25			
			2	11	73	27			
			3	11	64	27	9		
		Foster	1	3	67	33			
			2	1	100				
			3	1	100				
Homeless	1	6	50	50					
	2	7	57	43					
	3	6	33	50	17				
GATE/Excel	1	10	10	50	20	20			
	2	10	50	10	40				
	3	9	22	22	56				

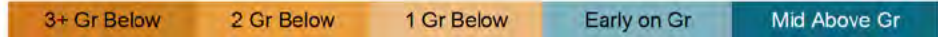
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
3	All Students	All	1	54	37	37	15	11	
			2	54	13	37	19	22	9
			3	54	11	30	22	26	11
	Teacher	Donnelly-Boyd, D	1	21	48	43	10		
			2	21	10	52	19	14	5
			3	21	5	52	19	24	
		Iseri, S	1	23	13	35	26	26	
			2	24		21	25	38	17
			3	24		13	25	38	25
		Wenrick, D	1	9	89	11			
			2	9	67	33			
			3	9	56	22	22		
	Ethnicity	African American	1	8	38	25	25	13	
			2	7	29	14	29	14	14
			3	7	43	29	14	14	
		Hispanic	1	43	40	40	14	7	
			2	44	11	41	18	25	5
			3	44	14	30	20	30	7
		White	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
		Other	1	1					100
			2	1					100
			3	1					100
	Gender	Female	1	30	27	47	10	17	
			2	30	10	33	20	23	13
			3	28	7	25	21	32	14
Male		1	24	50	25	21	4		
		2	24	17	42	17	21	4	
		3	26	15	35	23	19	8	
Special Populations	Low SES	1	52	37	38	13	12		
		2	52	13	38	17	21	10	
		3	52	12	31	21	25	12	

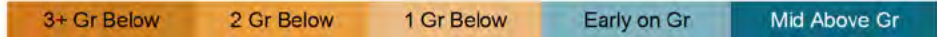
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 3



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
3	Special Populations	ELL	1	19	37	53	11			
			2	21	10	48	19	19	5	
			3	20	15	30	25	25	5	
		RFEP	1	5		40	20	40		
			2	5			20	80		
			3	5			20	80		
		EL + RFEP	1	24	29	50	13	8		
			2	26	8	38	19	31	4	
			3	25	12	28	20	36	4	
		Special Ed.	1	15	73	13	13			
			2	15	40	47	7	7		
			3	16	38	25	25	6	6	
		Spec Ed. Speech/RSP	1	7	57	14	29			
			2	7	14	57	14	14		
			3	7	14	29	29	14	14	
		Foster	1	2	100					
			2	2	50	50				
		Homeless	1	8	38	25	25	13		
			2	9		22	11	11	44	11
			3	9		11	22	11	56	
		GATE/Excel	1	4		25	25	50		
2	4				25	75				
3	4					100				

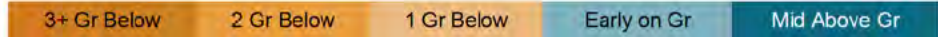
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
4	All Students	All	1	71	34	11	41	8	6
			2	71	27	11	45	4	13
			3	73	23	8	38	16	14
	Teacher	Alonzo, P	1	30	7	10	53	17	13
			2	31	3	10	52	6	29
			3	32	6	31	38	25	
		De La Cruz, D	1	32	50	13	34	3	
			2	33	36	18	42	3	
			3	33	24	15	55	6	
		Olguin, Z	1	7	71	14	14		
			2	7	86	14			
			3	8	88	13			
	Ethnicity	African American	1	8	25	50	25		
			2	9	11	56	11	22	
			3	8	25	25	25	25	
		Asian	1	2	50	50			
			2	2	100				
			3	2	50	50			
		Hispanic	1	58	34	12	41	5	7
			2	56	30	13	43	4	11
			3	58	26	7	40	16	12
White			1	2	100				
			2	3	33	33	33		
			3	3	33	67			
Other	1	1	100						
	2	1	100						
	3	2	50	50					
Gender	Female	1	37	32	8	43	8	8	
		2	37	24	11	51	3	11	
		3	37	16	8	46	16	14	
	Male	1	34	35	15	38	9	3	
		2	34	29	12	38	6	15	
		3	36	31	8	31	17	14	

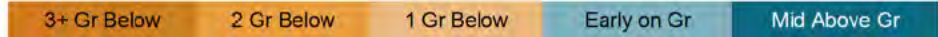
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 4



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
4	Special Populations	Low SES	1	67	33	12	40	9	6
			2	65	25	12	46	5	12
			3	66	23	9	39	14	15
		ELL	1	40	43	18	35	3	
			2	39	38	13	41	3	5
			3	39	28	8	46	13	5
		RFEP	1	8			38	25	38
			2	8			38	13	50
			3	7			14	14	71
		EL + RFEP	1	48	35	15	35	6	8
			2	47	32	11	40	4	13
			3	46	24	7	41	13	15
		Special Ed.	1	17	71	6	24		
			2	16	56	13	31		
			3	19	63	11	11	11	5
		Spec Ed. Speech/RSP	1	10	70		30		
			2	10	40	20	40		
			3	10	40	10	20	20	10
		Foster	1	2	100				
			2	2	100				
			3	1	100				
Homeless	1	7	57		43				
	2	7	57		29	14			
	3	6	33	17	33	17			
GATE/Excel	1	10			20	40	40		
	2	10			10	10	80		
	3	10			10	10	80		

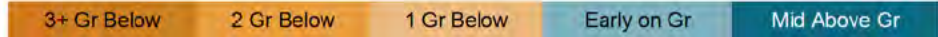
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category				
					3+ Gr Below	2 Gr Below	1 Gr Below	Early on Gr	Mid Above Gr
5	All Students	All	1	71	18	34	30	15	3
			2	74	11	31	35	14	9
			3	72	10	33	28	17	13
	Teacher	Banach, J	1	33	27	48	21	3	
			2	34	9	50	38	3	
			3	34	12	47	41		
		Olguin, Z	1	4	100				
			2	4	100				
			3	4	100				
		Shaffer, M	1	35	6	20	40	29	6
			2	35	17	37	26	20	
			3	35	23	17	34	26	
	Ethnicity	African American	1	10	30	30	30	10	
			2	11	9	45	36	9	
			3	11	18	36	18	27	
		Hispanic	1	58	16	34	31	17	2
			2	60	10	30	35	15	10
			3	58	7	33	31	16	14
		White	1	1	100				
			2	1	100				
			3	1	100				
		Other	1	2		50		50	
			2	2		50		50	
			3	2		50		50	
	Gender	Female	1	33	15	27	42	15	
			2	33	6	27	42	18	6
			3	33	3	36	33	18	9
Male		1	38	21	39	18	16	5	
		2	41	15	34	29	10	12	
		3	39	15	31	23	15	15	
Special Populations	Low SES	1	70	19	34	29	16	3	
		2	72	10	32	36	13	10	
		3	71	10	34	28	17	11	

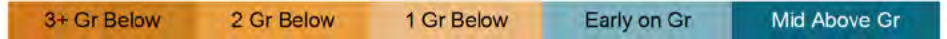
i-Ready Reading Overall Relative Placement

School Data by Subgroup

Edison 2022-2023 Grade 5



Legend



Gr.	Category	Subgroup	Diagnostic Window	# Students	Percent by Category					
5	Special Populations	ELL	1	22	18	55	27			
			2	24	17	38	42	4		
			3	23	4	52	43			
		RFEP	1	16		6	19	38	38	
			2	16		6	19	19	31	25
			3	16		19	31	25	25	
		EL + RFEP	1	38		13	39	32	16	
			2	40		13	30	33	15	10
			3	39		3	38	38	10	10
		Special Ed.	1	10		50	50			
			2	13		38	54	8		
			3	11		45	45	9		
		Spec Ed. Speech/RSP	1	8		38	63			
			2	8			88	13		
			3	8		25	63	13		
		Foster	1	1		100				
		Homeless	1	4			75	25		
			2	4			75	25		
			3	4		50	50			
		GATE/Excel	1	23			13	43	35	9
			2	23			9	30	30	30
3	23				13	13	43	30		

**i-Ready Overall Relative Placement
School Data by Subgroup
2022-2023 Grade**

Report Name: District Assessments: i-Ready - iReady_Overall_Relative_Placement_Teacher_Level - ARC Report #1218

i-Ready Math Overall Relative Placement School Data by Subgroup Edison 2022-2023



Legend



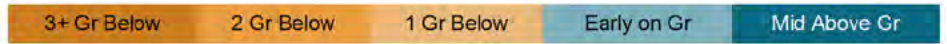
Category		Diagnostic Window	# Students	Percent by Category					
All Students	344	3	344	8	19	47	14	13	
Grade	Gr. 01	3	68	10	65	10	15		
	Gr. 02	3	77	29	58	8	5		
	Gr. 03	3	54	13	20	39	15	13	
	Gr. 04	3	72		17	10	33	22	18
	Gr. 05	3	73	11	23	37	15	14	
Ethnicity	African American	3	49	4	27	53	6	10	
	Hispanic	3	273	8	18	45	15	13	
Gender	Female	3	156	10	21	44	17	9	
	Male	3	188	6	16	49	12	16	
Special Populations	Low SES	3	326	8	19	47	14	13	
	ELL	3	139	12	16	49	16	7	
	RFEP	3	31		13	29	16	42	
	EL + RFEP	3	170	10	15	45	16	14	
	Special Ed.	3	76	22	29	34	8	7	
	Spec Ed. Soeech/RSP	3	39	5	18	49	15	13	
	Homeless	3	28	14	18	43	18	7	
GATE/Excel	3	47		2	28	21	49		

The percentages may not equal 100% due to rounding.

i-Ready Reading Overall Relative Placement School Data by Subgroup Edison 2022-2023



Legend



Category		Diagnostic Window	# Students	Percent by Category				
All Students	347	3	347	9	22	39	16	14
Grade	Gr. 01	3	70	4	64	13	19	
	Gr. 02	3	77	35	39	10	16	
	Gr. 03	3	54	11	30	22	26	11
	Gr. 04	3	73	23	8	38	16	14
	Gr. 05	3	73	11	33	27	16	12
Ethnicity	African American	3	49	4	27	33	18	18
	Hispanic	3	275	9	23	39	16	12
Gender	Female	3	157	6	20	42	17	15
	Male	3	190	12	23	36	15	14
Special Populations	Low SES	3	329	9	22	39	15	15
	ELL	3	140	11	26	46	10	6
	RFEP	3	31		13	26	29	32
	EL + RFEP	3	171	9	23	43	13	11
	Special Ed.	3	78	31	32	26	6	5
	Spec Ed. Soeech/RSP	3	39	18	33	26	13	10
	Homeless	3	29	14	21	38	21	7
	GATE/Excel	3	47		6	13	36	45

The percentages may not equal 100% due to rounding.



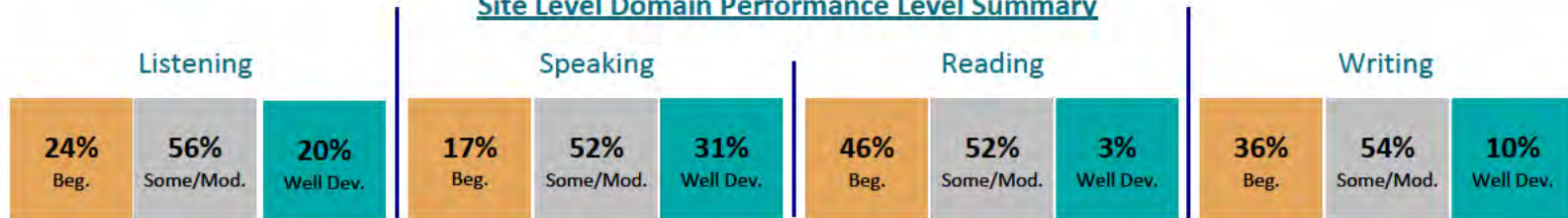
ELPAC Summative Assessment Grade Level Summary 2022-2023

Site :: Edison

Site Level Overall Performance Level Summary



Site Level Domain Performance Level Summary



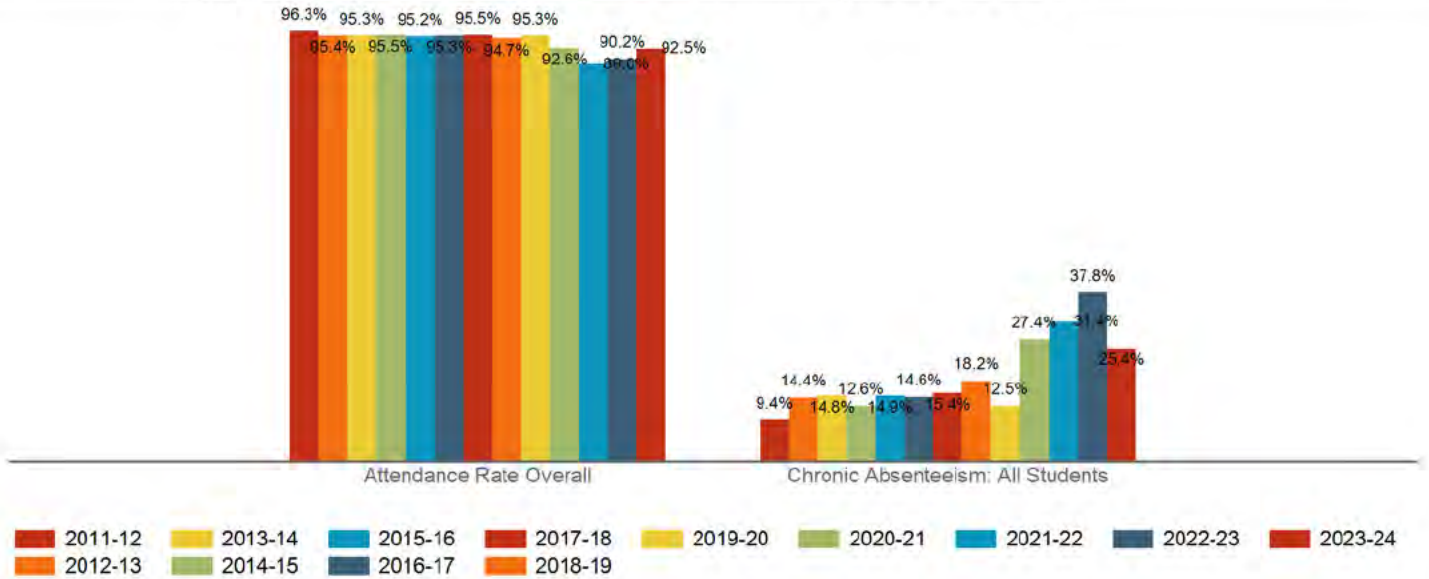
Grade Level Performance Summary (Overall and by Domain)

Grade	Overall Development				Listening			Speaking			Reading			Writing		
	Beg.	Some.	Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well	Beg.	Some/Mod.	Well
00	0%	33%	33%	33%	0%	67%	33%	33%	0%	67%	33%	67%	0%	0%	67%	33%
01	18%	32%	43%	7%	14%	61%	25%	18%	54%	29%	21%	75%	0%	32%	50%	18%
02	45%	24%	21%	7%	17%	62%	17%	21%	59%	17%	62%	24%	14%	41%	55%	3%
03	25%	60%	15%	0%	25%	60%	10%	10%	70%	10%	35%	60%	0%	40%	50%	5%
04	23%	48%	28%	3%	38%	45%	18%	18%	38%	45%	60%	40%	0%	40%	53%	8%
05	22%	33%	30%	15%	22%	52%	26%	11%	52%	33%	37%	63%	0%	30%	59%	11%

Attendance/Chronic Absenteeism Rate

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	<p>Edison teachers will participate in a number of professional development in social emotional learning and as a result there will be an increase in students favorably answering culture climate survey question on the Pulse Survey (Gr. 4-5), CORE survey (Gr 3-5) and Edison Ad Hoc survey (Gr. 2-5) to address the goals identified below. With the use of the Panorama platform, data will be used to progress monitor regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison Collaborative Goals and Data Study presentation.</p> <p>Edison students will increase their sense of identity, agency and belonging by the implementation of student committees, teams, clubs and through social emotional learning via Edison Mentorship Program and classroom instruction.</p> <p>Social Emotional Learning goal(s): By June 2023, overall Safety & Sense of Belonging as indicated on the CORE survey will increase by 10% from 67% to 77% to meet or exceed district average of 69%. 1. Q.1: Do other kids hit or push you at school when they are not just playing around? -16 (55%) 2. Q.2: Do other kids at school spread mean rumors or lies about you? -19 (59%) 3. Q.3: I hear students use bad words at my school. -33 (81%)</p> <p>By June 2023 overall student Responsible Decision Making as indicated on the CORE survey will increase by 10% from 62% to 72% to meet or exceed district average. 1. Q.5: During the past 30 days...I stayed calm even when others bothered or criticized me. -9 (54%) 2. Q.5: During the past two weeks...I calmed myself down when upset. -12 (57%)</p> <p>Transformational Action Steps:</p> <p>Culture/Climate goal(s): By June 2023, Edison School will meet or exceed 97% attendance rate. By June 2023, Edison School will decrease its chronic absenteeism by half from 32% to 16%.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Parents across the district are being asked to use technological devices to log into ParentVue to register for several district wide programs and surveys. At Edison we have many of our families that need assistance with technology and come to the office for one on one staff help. Using their personal cell phones has been a challenge for parents. Having a high quality laptop available for our parents will help facilitate the support we provide Edison families. Additionally at parent workshops a projector will also be needed since the one we currently have is old and often has technical problems.		Materials

Attendance/Chronic Absenteeism Rate

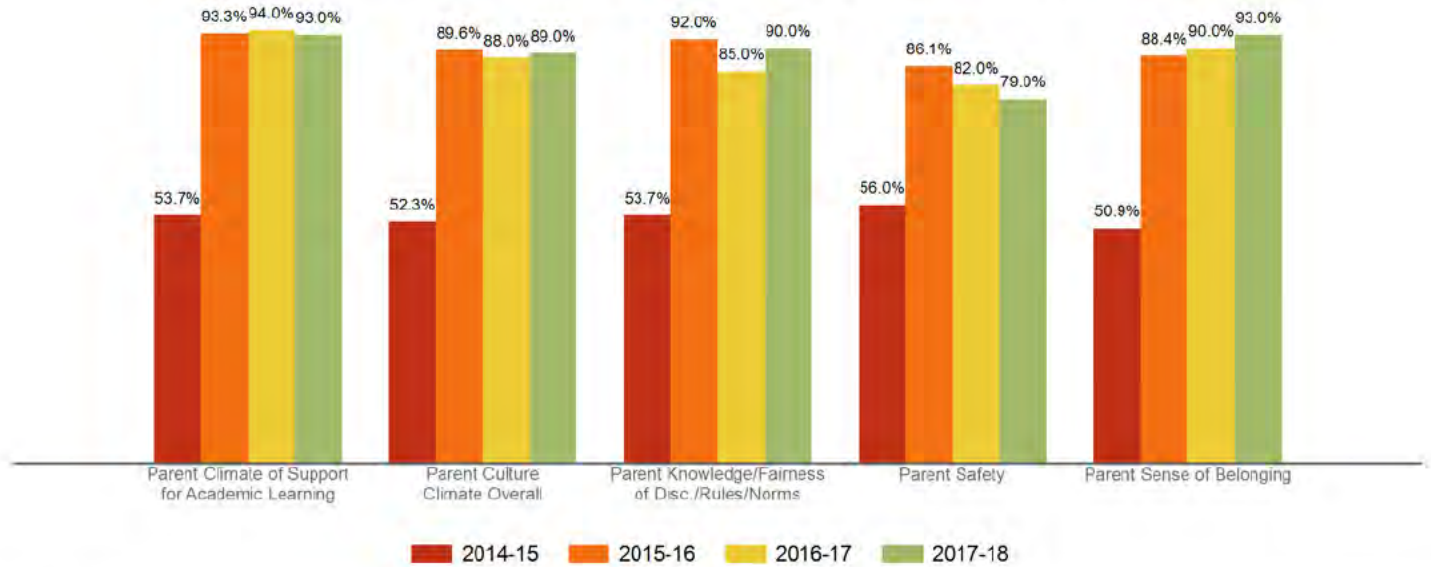
School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Provide for a 60% counselor (20% site, 40% District). Job duties to include: monitor attendance and communicate with families to ensure student success; assist in analysis of learning challenges of at-risk students and assist teacher, student, and parent to develop an action plan to ensure student success; identify students in need of behavioral interventions and provide resources necessary to improve students' successful interactions with peers and adults; connect staff and parents with community resources; coordinate and participate in SSTs and IEPs to maximize student achievement; organize and lead counseling groups to assist students in need of academic and/or behavioral interventions.		Counselor
Total			

Culture-Climate Survey (Parent)

School Year: 22-23

Goals	
Area	Description
Culture/Climate Goals	<p>Edison teachers will participate in a number of professional development in social emotional learning and as a result there will be an increase in students favorably answering culture climate survey question on the Pulse Survey (Gr. 4-5), CORE survey (Gr 3-5) and Edison Ad Hoc survey (Gr. 2-5) to address the goals identified below. With the use of the Panorama platform, data will be used to progress monitor regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison Collaborative Goals and Data Study presentation.</p> <p>Edison students will increase their sense of identity, agency and belonging by the implementation of student committees, teams, clubs and through social emotional learning via Edison Mentorship Program and classroom instruction.</p> <p>Social Emotional Learning goal(s): By June 2023, overall Safety & Sense of Belonging as indicated on the CORE survey will increase by 10% from 67% to 77% to meet or exceed district average of 69%. 1. Q.1: Do other kids hit or push you at school when they are not just playing around? -16 (55%) 2. Q.2: Do other kids at school spread mean rumors or lies about you? -19 (59%) 3. Q.3: I hear students use bad words at my school. -33 (81%)</p> <p>By June 2023 overall student Responsible Decision Making as indicated on the CORE survey will increase by 10% from 62% to 72% to meet or exceed district average. 1. Q.5: During the past 30 days...I stayed calm even when others bothered or criticized me. -9 (54%) 2. Q.5: During the past two weeks...I calmed myself down when upset. -12 (57%)</p> <p>Transformational Action Steps:</p> <p>Culture/Climate goal(s): By June 2023, Edison School will meet or exceed 97% attendance rate. By June 2023, Edison School will decrease its chronic absenteeism by half from 32% to 16%.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Parents across the district are being asked to use technological devices to log into ParentVue to register for several district wide programs and surveys. At Edison we have many of our families that need assistance with technology and come to the office for one on one staff help. Using their personal cell phones has been a challenge for parents. Having a high quality laptop available for our parents will help facilitate the support we provide Edison families. Additionally at parent workshops a projector will also be needed since the one we currently have is old and often has technical problems.		Materials

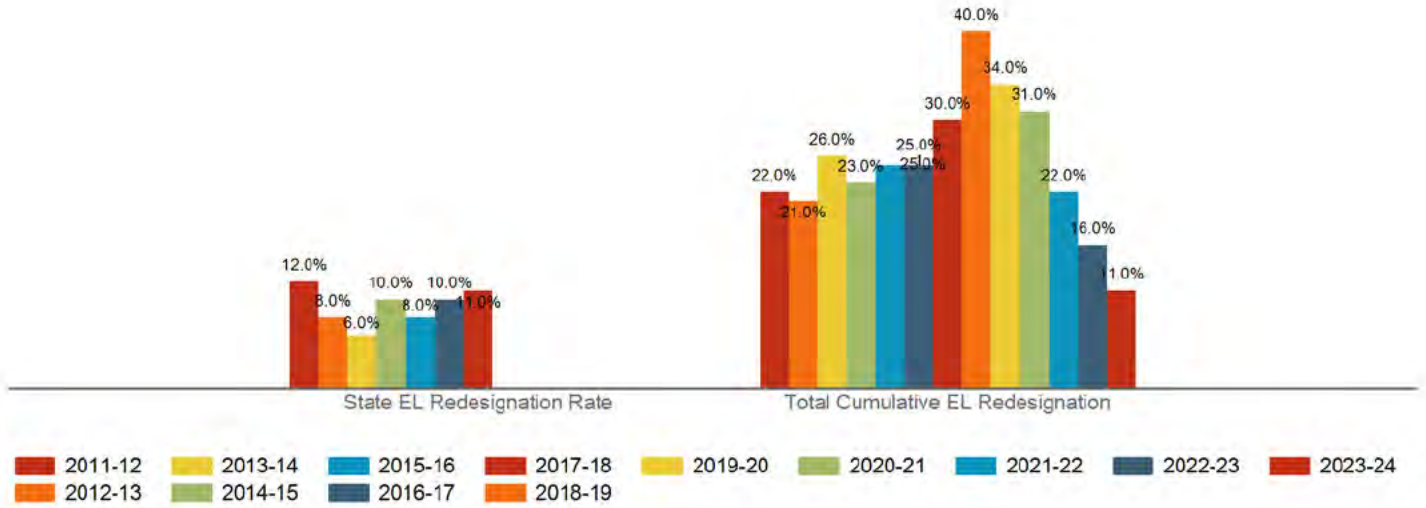
Culture-Climate Survey (Parent)

School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Provide for a 60% counselor (20% site, 40% District). Job duties to include: monitor attendance and communicate with families to ensure student success; assist in analysis of learning challenges of at-risk students and assist teacher, student, and parent to develop an action plan to ensure student success; identify students in need of behavioral interventions and provide resources necessary to improve students' successful interactions with peers and adults; connect staff and parents with community resources; coordinate and participate in SSTs and IEPs to maximize student achievement; organize and lead counseling groups to assist students in need of academic and/or behavioral interventions.		Counselor
Total			

EL Reclassification

School Year: 22-23



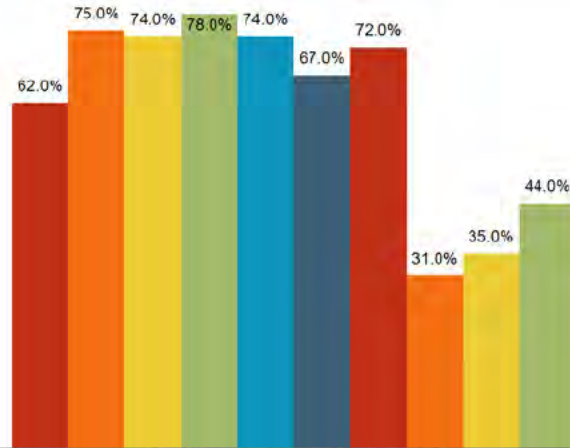
Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	Provide for a 60% counselor (20% site, 40% District). Job duties to include: monitor attendance and communicate with families to ensure student success; assist in analysis of learning challenges of at-risk students and assist teacher, student, and parent to develop an action plan to ensure student success; identify students in need of behavioral interventions and provide resources necessary to improve students' successful interactions with peers and adults; connect staff and parents with community resources; coordinate and participate in SSTs and IEPs to maximize student achievement; organize and lead counseling groups to assist students in need of academic and/or behavioral interventions.		Counselor
3	Provide for a 100% intervention teacher (fully funded by site) to provide intervention support for students at-risk of retention, English Language Learners, and students not proficient in Foundational Reading Skills. Job duties include: provide targeted small group literacy instruction to students identified by multiple sources of data and teacher recommendations; implement weekly monitoring systems for students receiving intervention support; communicate weekly with classroom teachers to review students' progress toward achieving intervention support targets jointly developed by classroom and intervention teacher; provide supplemental resources for classroom teachers to support intervention work.		Teacher on Special Assignment (TOSA)
Total			

Elementary Reading - FRSA

School Year: 22-23

Goals	
Area	Description
ELA Goals	By June 2023, 70% of students in grades TK - 2nd will be at or above grade level in overall foundational reading skills.
ELA Goals	By June 2023, Edison students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on the ELA i-Ready, Edulastic Unit and other district assessments. By June 2023, 60% Edison 1-5 students will meet their i-Ready ELA typical score. By June 2023, 45% of Edison students in grades K-5 will be proficient on the Edulastic ELA unit assessments.
ELA Goals	Edison teachers will participate in a number of professional development on ELA support specifically in the area of small group instruction & differentiation and as a result there will be an increase in ELA students attaining Met or Exceeded on SBAC ELA as noted below on our goals. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison Collaborative Goals and Data Study presentation. By June 2023, 40% of Edison students in grades 3-5 will have met or exceeded SBAC ELA achievement. By June 2023, 36% of Hispanic students in grades 3-5 will meet or exceed. By June 2023, 29% of African American students in grades 3-5 will meet or exceed. By June 2023, 20% of ELL students in grades 3-5 will meet or exceed.



■ 2012-13
 ■ 2013-14
 ■ 2014-15
 ■ 2015-16
 ■ 2016-17
 ■ 2017-18
 ■ 2018-19
 ■ 2019-20
 ■ 2020-21
 ■ 2021-22

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Teachers and support staff will continue their professional development at grade level release planning days. During grade level release planning days teachers and staff will use student data to drive their instruction and interventions. This will be done by planning effective lessons that offer students support with meeting the standards and performing at a proficient level in both district assessment and SBAC ELA/Math state tests. Other planning may also take place such as: unit/lesson studies, goal setting, analyze student data, progress monitoring, professional development and other planning related to professional growth.		Substitute teacher full day

Elementary Reading - FRSA

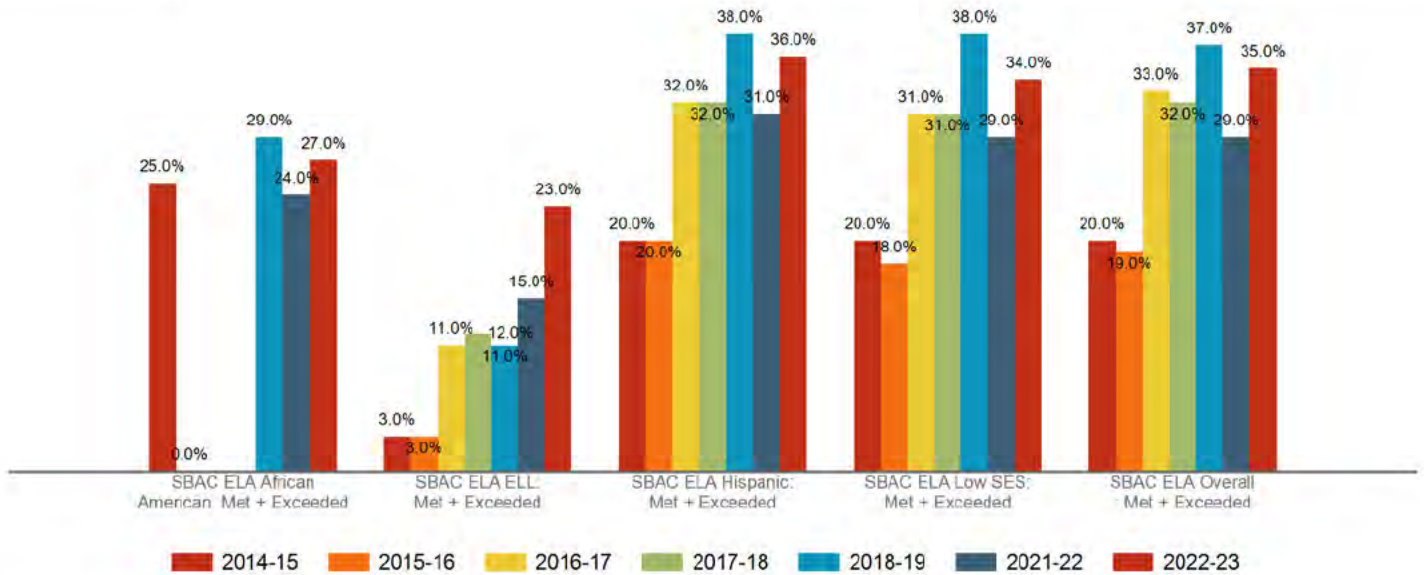
School Year: 22-23

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Provide for a 100% intervention teacher (fully funded by site) to provide intervention support for students at-risk of retention, English Language Learners, and students not proficient in Foundational Reading Skills. Job duties include: provide targeted small group literacy instruction to students identified by multiple sources of data and teacher recommendations; implement weekly monitoring systems for students receiving intervention support; communicate weekly with classroom teachers to review students' progress toward achieving intervention support targets jointly developed by classroom and intervention teacher; provide supplemental resources for classroom teachers to support intervention work.		Teacher on Special Assignment (TOSA)
Total			

SBAC ELA

School Year: 22-23

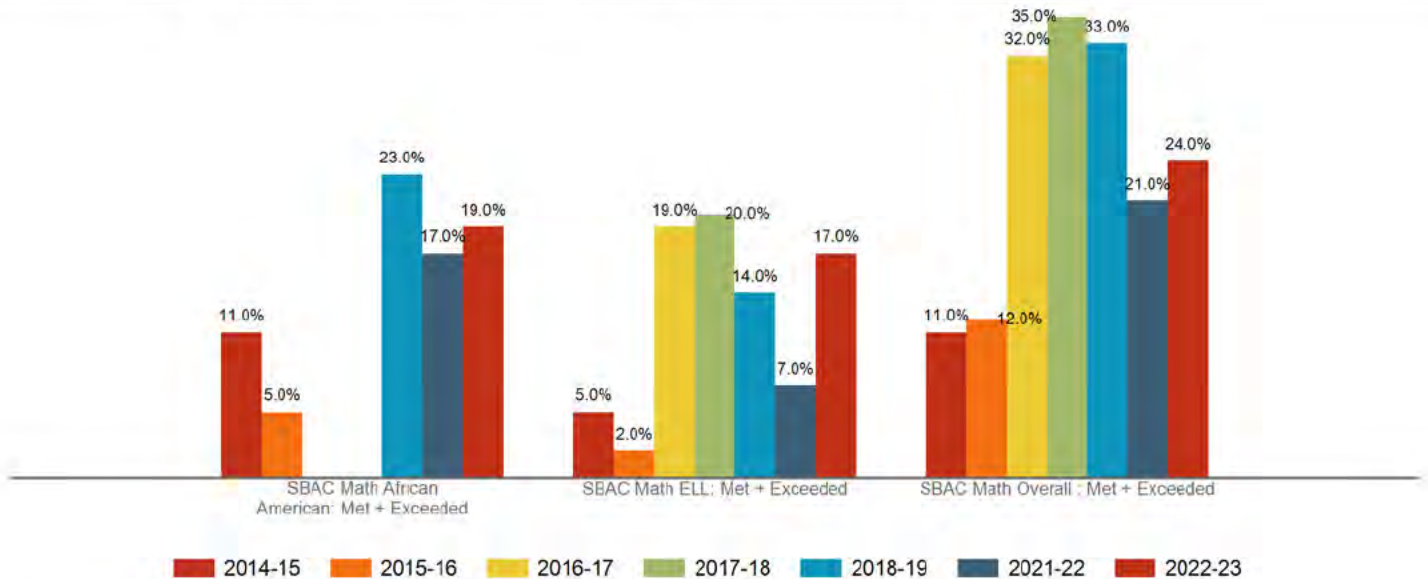
Area	Description
ELA Goals	By June 2023, 70% of students in grades TK - 2nd will be at or above grade level in overall foundational reading skills.
ELA Goals	<p>By June 2023, Edison students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on the ELA i-Ready, Edulastic Unit and other district assessments.</p> <p>By June 2023, 60% Edison 1-5 students will meet their i-Ready ELA typical score.</p> <p>By June 2023, 45% of Edison students in grades K-5 will be proficient on the Edulastic ELA unit assessments.</p>
ELA Goals	<p>Edison teachers will participate in a number of professional development on ELA support specifically in the area of small group instruction & differentiation and as a result there will be an increase in ELA students attaining Met or Exceeded on SBAC ELA as noted below on our goals. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison Collaborative Goals and Data Study presentation.</p> <p>By June 2023, 40% of Edison students in grades 3-5 will have met or exceeded SBAC ELA achievement.</p> <p>By June 2023, 36% of Hispanic students in grades 3-5 will meet or exceed.</p> <p>By June 2023, 29% of African American students in grades 3-5 will meet or exceed.</p> <p>By June 2023, 20% of ELL students in grades 3-5 will meet or exceed.</p>



Budgeted Items			
Line Number	Description	Cost	Personnel Summary
1	Teachers and support staff will continue their professional development at grade level release planning days. During grade level release planning days teachers and staff will use student data to drive their instruction and interventions. This will be done by planning effective lessons that offer students support with meeting the standards and performing at a proficient level in both district assessment and SBAC ELA/Math state tests. Other planning may also take place such as: unit/lesson studies, goal setting, analyze student data, progress monitoring, professional development and other planning related to professional growth.		Substitute teacher full day

Budgeted Items			
Line Number	Description	Cost	Personnel Summary
3	Provide for a 100% intervention teacher (fully funded by site) to provide intervention support for students at-risk of retention, English Language Learners, and students not proficient in Foundational Reading Skills. Job duties include: provide targeted small group literacy instruction to students identified by multiple sources of data and teacher recommendations; implement weekly monitoring systems for students receiving intervention support; communicate weekly with classroom teachers to review students' progress toward achieving intervention support targets jointly developed by classroom and intervention teacher; provide supplemental resources for classroom teachers to support intervention work.		Teacher on Special Assignment (TOSA)
Total			

Goals	
Area	Description
Math Goals	<p>By June 2023, Edison students will achieve one year of academic growth and development and students achieving below grade level will demonstrate greater than one year of growth as indicated on the Math i-Ready, Edulastic Unit and other district assessments.</p> <p>By June 2023, 65% of Edison 1-5 students will meet their i-Ready math typical score.</p> <p>By June 2023, 67% of Edison students in grades K-5 will be proficient on the Edulastic Math unit assessment.</p>
Math Goals	<p>By June 2023, 31% of Edison students in grades 3-5 will have met or exceeded SBAC math achievement.</p> <p>By June 2023, 26% of Hispanic students in grades 3-5 will meet or exceed.</p> <p>By June 2023, 22 % of African American students in grades 3-5 will met or exceed</p> <p>By June 2023, 12% of ELL students in grades 3-5 will meet or exceed.</p>
Math Goals	<p>Edison teachers will participate in professional development in math support specifically in the area of small group instruction & differentiation and as a result there will be an increase in math students attaining Met or Exceeded on SBAC ELA as noted below on our goals. Progress monitoring will be conducted regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison Collaborative Goals and Data Study presentation.</p> <p>By June 2023, Edison students will have an average progress of 50% in ST Math.</p>



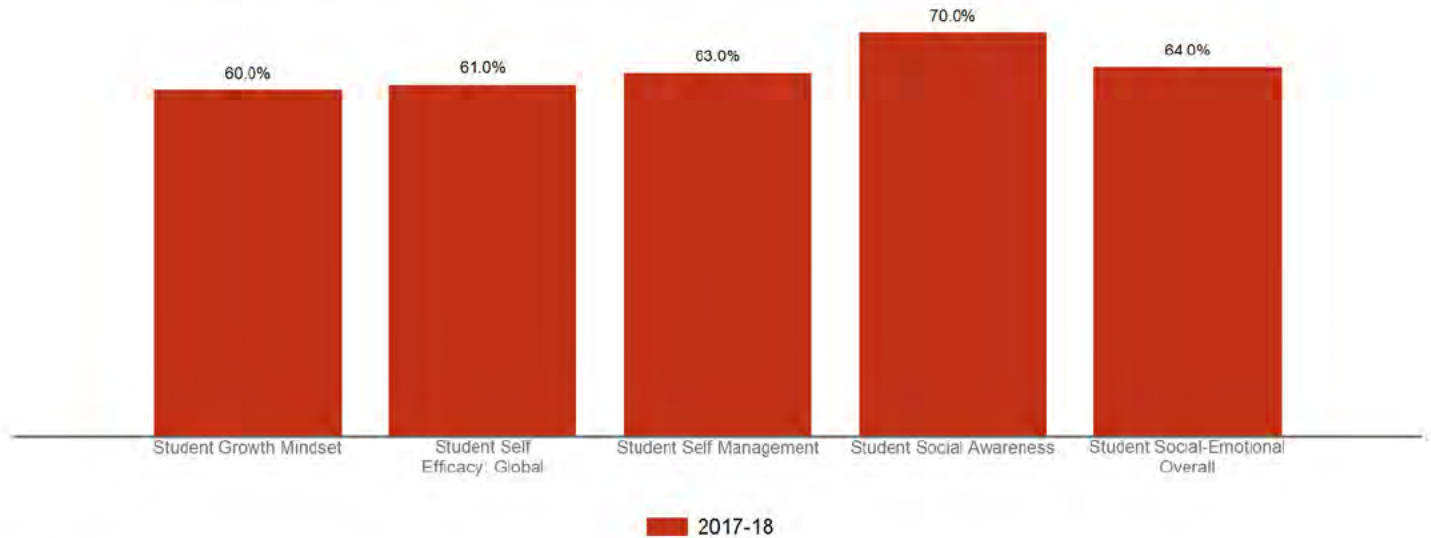
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Total			

SEL Survey

School Year: 22-23

Goals

Area	Description
Culture/Climate Goals	<p>Edison teachers will participate in a number of professional development in social emotional learning and as a result there will be an increase in students favorably answering culture climate survey question on the Pulse Survey (Gr. 4-5), CORE survey (Gr 3-5) and Edison Ad Hoc survey (Gr. 2-5) to address the goals identified below. With the use of the Panorama platform, data will be used to progress monitor regularly during teacher planning and collaboration sessions and reported out to staff by each grade level at the Edison Collaborative Goals and Data Study presentation.</p> <p>Edison students will increase their sense of identity, agency and belonging by the implementation of student committees, teams, clubs and through social emotional learning via Edison Mentorship Program and classroom instruction.</p> <p>Social Emotional Learning goal(s): By June 2023, overall Safety & Sense of Belonging as indicated on the CORE survey will increase by 10% from 67% to 77% to meet or exceed district average of 69%. 1. Q.1: Do other kids hit or push you at school when they are not just playing around? -16 (55%) 2. Q.2: Do other kids at school spread mean rumors or lies about you? -19 (59%) 3. Q.3: I hear students use bad words at my school. -33 (81%)</p> <p>By June 2023 overall student Responsible Decision Making as indicated on the CORE survey will increase by 10% from 62% to 72% to meet or exceed district average. 1. Q.5: During the past 30 days...I stayed calm even when others bothered or criticized me. -9 (54%) 2. Q.5: During the past two weeks...I calmed myself down when upset. -12 (57%)</p> <p>Transformational Action Steps:</p> <p>Culture/Climate goal(s): By June 2023, Edison School will meet or exceed 97% attendance rate. By June 2023, Edison School will decrease its chronic absenteeism by half from 32% to 16%.</p>



Budgeted Items

Line Number	Description	Cost	Personnel Summary
1	<p>Parents across the district are being asked to use technological devices to log into ParentVue to register for several district wide programs and surveys. At Edison we have many of our families that need assistance with technology and come to the office for one on one staff help. Using their personal cell phones has been a challenge for parents. Having a high quality laptop available for our parents will help facilitate the support we provide Edison families. Additionally at parent workshops a projector will also be needed since the one we currently have is old and often has technical problems.</p> <p>Provide for a 60% counselor (20% site, 40% District). Job duties to include: monitor attendance and communicate with families to ensure student success; assist in analysis of learning challenges of at-risk students and assist teacher, student, and parent to develop an action plan to ensure student success; identify students in need of behavioral interventions and provide resources necessary to improve students' successful interactions with peers and adults; connect staff and parents with community resources; coordinate and participate in SSTs and IEPs to maximize student achievement; organize and lead counseling groups to assist students in need of academic and/or behavioral interventions.</p>		<p>Materials</p> <p>Counselor</p>

SEL Survey

School Year: 22-23

Budgeted Items			
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Total			

Budgeted Items			
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	Provide for a 60% counselor (20% site, 40% District). Job duties to include: monitor attendance and communicate with families to ensure student success; assist in analysis of learning challenges of at-risk students and assist teacher, student, and parent to develop an action plan to ensure student success; identify students in need of behavioral interventions and provide resources necessary to improve students' successful interactions with peers and adults; connect staff and parents with community resources; coordinate and participate in SSTs and IEPs to maximize student achievement; organize and lead counseling groups to assist students in need of academic and/or behavioral interventions.	\$30,460	
	Teachers and support staff will continue their professional development at grade level release planning days. During grade level release planning days teachers and staff will use student data to drive their instruction and interventions. This will be done by planning effective lessons that offer students support with meeting the standards and performing at a proficient level in both district assessment and SBAC ELA/Math state tests. Other planning may also take place such as: unit/lesson studies, goal setting, analyze student data, progress monitoring, professional development and other planning related to professional growth.	\$16,635	Substitute teacher full day
2	As per the CORE Survey many of our students are having a hard time with self management skills. To support these skills Edison provides each of our fourth and fifth graders with planners to stay organized with tasks, reduce stress, increase productivity, easier for parents to support and track school related homework, and easier for teachers to assist with school management and responsibility.	\$420	
	Recreation Aides will supervise students at all school common areas for their safety and well-being. They will also support our families with questions they may have as needed.	\$50,957	
3	Provide for a 100% intervention teacher (fully funded by site) to provide intervention support for students at-risk of retention, English Language Learners, and students not proficient in Foundational Reading Skills. Job duties include: provide targeted small group literacy instruction to students identified by multiple sources of data and teacher recommendations; implement weekly monitoring systems for students receiving intervention support; communicate weekly with classroom teachers to review students' progress toward achieving intervention support targets jointly developed by classroom and intervention teacher; provide supplemental resources for classroom teachers to support intervention work.	\$153,602	Teacher on Special Assignment (TOSA)
4	Ground Education is an organization that will bring the sciences to an outdoor classroom where students are provided with critical thinking, exploring and learning of the outdoor environment. Edison has a garden that is used by Ground Ed to plant their belief that nature spaces are teaching spaces where students can learn the important connections between healthy food, a vibrant community and environmental responsibilities.	\$6,000	
Total		\$260,699	

All Parents

School Year: 22-23

Budgeted Items			
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	Provide for a 60% counselor (20% site, 40% District). Job duties to include: monitor attendance and communicate with families to ensure student success; assist in analysis of learning challenges of at-risk students and assist teacher, student, and parent to develop an action plan to ensure student success; identify students in need of behavioral interventions and provide resources necessary to improve students' successful interactions with peers and adults; connect staff and parents with community resources; coordinate and participate in SSTs and IEPs to maximize student achievement; organize and lead counseling groups to assist students in need of academic and/or behavioral interventions.	\$30,460	
	Teachers and support staff will continue their professional development at grade level release planning days. During grade level release planning days teachers and staff will use student data to drive their instruction and interventions. This will be done by planning effective lessons that offer students support with meeting the standards and performing at a proficient level in both district assessment and SBAC ELA/Math state tests. Other planning may also take place such as: unit/lesson studies, goal setting, analyze student data, progress monitoring, professional development and other planning related to professional growth.	\$16,635	Substitute teacher full day
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Total		\$260,699	

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School Year: 22-23

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Total		\$260,699	



School Plan for Student Achievement Addendum 2023-2024

Additional Targeted Support and Improvement (ATSI) ▾

Edison Elementary School ▾

If ATSI, identify subgroups:

- | | | |
|--|--|---|
| <input checked="" type="checkbox"/> African-American | <input type="checkbox"/> Foster Youth | <input checked="" type="checkbox"/> Socioeconomically Disadvantaged |
| <input type="checkbox"/> American Indian | <input type="checkbox"/> Hispanic | <input type="checkbox"/> Students with Disabilities |
| <input type="checkbox"/> Asian-American | <input checked="" type="checkbox"/> Homeless | <input type="checkbox"/> Two or More Races |
| <input checked="" type="checkbox"/> English Learner | <input type="checkbox"/> Pacific Islander | <input type="checkbox"/> White |
| <input type="checkbox"/> Filipino | | |

Attestation:

The School Site Council (SSC), during the process of developing a compliant School Plan for Student Achievement (SPSA), ensured that quality interventions and services for underachieving students are included in the SPSA, with particular focus on student groups who led to the CSI/ATSI identification.

SSC engaged in a thorough needs assessment, based on data, in order to prioritize student needs and analyze interventions/services.

In addition, the SSC engaged in discussions about resource inequalities and was informed about the supports listed in the District’s LCAP regarding our identification as a CSI/ATSI school. Resource Inequities and LBUSD’s CSI section are included in this Addendum.

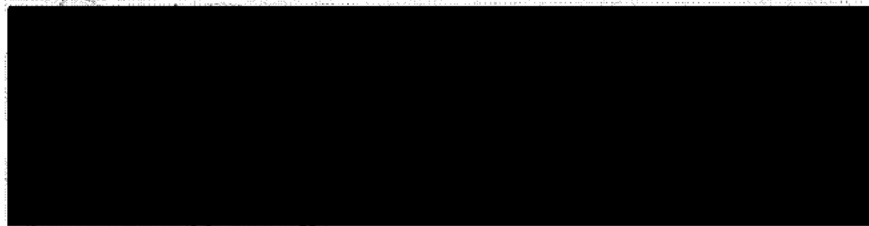
In approving the SPSA for the school, the SSC specifically adds this Addendum to the SPSA as part of its CSI/ATSI responsibilities.

Date Approved by SSC

December 20, 2023

Signature of Principal

Signature of SSC Chair



Resource Inequities

Schools eligible for CSI or ATSI must identify and describe any resource inequities identified as a result of the required needs assessment. Consideration of resource inequities can inform the assessment of the effectiveness of actions in the SPSA and provide a basis for the establishment of goals and/or expected outcomes for CSI/ATSI Targeted student groups.

In our analysis of our SPSA services, our SSC found the following about resource inequalities for the targeted CSI/ATSI student groups:

- There are no resource inequalities present in our SPSA.** Our CSI/ATSI targeted students are a priority and are receiving appropriate services/interventions through our Schoolwide Program.
- There was evidence of resource inequalities prior to the SPSA being approved.** Our SSC made adjustments to the SPSA in order to correct the issue, and the SPSA is now providing appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC continued to make adjustments to the SPSA in order to ensure that the CSI/ATSI targeted students are being given appropriate services/interventions through our Schoolwide Program.
- There is some evidence of resource inequalities in the current SPSA.** However, our SSC has determined that the CSI/ATSI targeted students are receiving appropriate services/interventions through our Schoolwide Program.

Comments about Resource Inequities *(optional) No comments at this time.*

Support for Schools as identified in LBUSD's LCAP

Support for Identified Schools

Support for schools is grounded in coaching and professional learning communities. LBUSD has shifted from compliance and at-a-distance supervision practices to a deeply-rooted coaching orientation, partnership in addressing student achievement issues, and a strong emphasis on quality instruction in every classroom, as defined by the district's Understandings Continuum framework. Since 2014, LBUSD has sought to enhance time spent on campuses, with leaders dedicating an average of three to five hours per month on every campus – visits that include classroom observations alongside the principal, data collection related to instructional implementation, and pedagogical guidance for teachers. Comprehensive Support and Improvement (CSI) schools receive even more intense support, particularly in areas like English Language Arts, Mathematics, and graduation rates.

One crucial area of support centers on school-level needs assessments. LBUSD's Research Office provides in-depth data tailored to each site, which are then used to develop interventions in consultation with stakeholders. Academic measures include ELA and Math benchmarks, real-time grades (especially Ds and Fs), and whether students are on track to complete graduation requirements, while non-academic measures cover chronic absenteeism, suspensions, and disciplinary incidents. With assistance from district leaders, curriculum coaches, and other experts, CSI schools drill down by academic skill, by student group, and by logistical factors (e.g., the time of day and location of suspensions). Site staff receive tools and training to create "watch lists" – i.e., lists of classrooms to monitor closely and lists of students who require further interventions. The latter is connected to phone, email, and text communication systems that can help engage families in the process.

Here are specific supports that LBUSD delivered (and will continue to provide moving forward) to help CSI schools develop their plans:

- Level office staff spent additional hours at CSI schools to help principals conduct deeper analyses on chronic absenteeism, suspensions, disciplinary incidents, and survey data related school culture and climate and social-emotional learning. Such analyses were on top of those conducted for academic measures like English Language Arts, Mathematics, and graduation rates. In light of the COVID-19 pandemic, learning loss and other similar issues were also explored.
- Level office staff, curriculum leaders, and other district support departments provided CSI schools with research on successful evidence-based interventions in comparable schools, both at LBUSD and other districts in California. Depending on the programs, the research included either academic studies or best practices. This information was paired with budget information, so that programs can be sustainably developed.
- Level office staff, curriculum leaders, and other district support departments assisted CSI schools with identifying resource inequities by providing reports on current staff levels, budget figures, and logistical data. Through various one-on-one meetings, sites were then guided by content experts in identifying significant resource gaps. For example, a review of a site's English Learner supports would incorporate additional teachers that might be needed, along with the instructional materials, technological software, intervention scheduling design, and other details that would help build out the program, particularly in a distance-learning environment.
- Based on the research and "gap" analyses described in the two previous bullet points, level office staff, curriculum leaders, and other district support departments helped CSI schools select evidence-based interventions. Among the guiding principles that LBUSD promoted in this decision-making process is sustainability – the importance of developing high-impact programs that can be implemented in multi-year timeframes. Given the depth of student needs, it was essential to have a long-term perspective and make adjustments along the way. LBUSD then ensured that CSI schools had training for program implementation.
- Lastly, level office staff, curriculum leaders, and other district support departments helped CSI schools establish monitoring and evaluation systems. Supports included training on how to identify appropriate data to collect (for example, student participation in interventions, related test scores, etc.), how to use LBUSD's "intervention tracker" or similar system, how to schedule data analyses alongside the site visits described above, and how to use feedback for program improvement. In some cases, LBUSD provided CSI schools with sample survey questions for gathering student, parent, and staff perspectives. LBUSD also paired CSI schools with similar partner sites so that data can be compared and promising practices can be shared.

Monitoring and Evaluating Effectiveness

To monitor and evaluate the effectiveness of the CSI plans, quarterly visits will be conducted. These formal visitations will allow site teams to reflect upon their collective efforts and engage colleagues from other schools or district departments for objective feedback.

Quarterly visits will be customized by schools, but follow a common structure:

- **Whole Group Briefing:** The school team (principal, teachers, and support staff) will provide background for the visit by sharing their CSI plans. They will highlight their site data, professional development activities, and key interventions. They will help visitors develop an understanding of their priorities.
- **Classroom Visits:** School team members and visitors will observe classrooms, collecting data and examples that reinforce the school's CSI plans. They will take notes, collect images, and talk to students in order to summarize their observations.
- **Whole Group Debriefing:** School team members will facilitate a debriefing that allows them to understand and affirm the site's continuous improvement efforts. They will focus not only on content delivery, teaching practices, and student actions, but also the various interventions that are being implemented to support struggling learners.
- **Principal Debriefing:** Principals and/or principal supervisors will engage in further discussion regarding next steps. This dialogue will be folded into the regular coaching work described in the previous section.

More broadly, data dashboard tools developed by LBUSD's Research Office will feature "Watch Lists" that allow district and site leaders to monitor the progress of CSI schools, their teachers, and their students. The "Schools to Watch" function will enable appropriate stakeholders to track the percentage of students who are "at-risk," "severely at-risk," "high risk," and "cautiously at-risk" across a broad spectrum of measures, including chronic absenteeism, discipline, reading benchmarks, math facts, course grades, graduation requirements, and high school or college readiness (as applicable). Such real-time data will be used to adjust CSI plans and develop additional interventions for struggling learners.



Plan Escolar para el Logro Estudiantil Anexo 2023-2024

Apoyo y Mejora Específica Adicional (ATSI)(ATSI) ▾

Edison Elementary School ▾

Si es ATSI, identifique los subgrupos:

- | | | |
|--|--|--|
| <input checked="" type="checkbox"/> Afroamericanos | <input type="checkbox"/> Jóvenes en hogares de crianza | <input checked="" type="checkbox"/> Desfavorecidos socioeconómicamente |
| <input type="checkbox"/> Indio americanos | <input type="checkbox"/> Hispanos | <input type="checkbox"/> Estudiantes con discapacidades |
| <input type="checkbox"/> Asiático-americanos | <input checked="" type="checkbox"/> Sin hogar | <input type="checkbox"/> Dos o más razas |
| <input checked="" type="checkbox"/> Estudiante que está aprendiendo inglés | <input type="checkbox"/> Isleños del pacífico | <input type="checkbox"/> Blancos |
| <input type="checkbox"/> Filipinos | | |

Atestación:

El Concilio de Plantel Escolar (SSC, por sus siglas en inglés), durante el proceso de desarrollo de un Plan Escolar para el Logro Estudiantil (SPSA, por sus siglas en inglés), se aseguró de que se incluyan intervenciones y servicios de calidad para los estudiantes de bajo rendimiento en el SPSA, con especial atención en los grupos de estudiantes que llevaron a la identificación Apoyo y Mejora Integral (CSI, por sus siglas en inglés)/ Apoyo y Mejora Específica Adicional (ATSI, por sus siglas en inglés).

SSC participó en una evaluación exhaustiva de las necesidades, basada en datos, con el fin de dar prioridad a las necesidades de los estudiantes y analizar las intervenciones / servicios.

Además, el SSC participó en conversaciones sobre las desigualdades de recursos y fue informado sobre los apoyos enumerados en el Plan Local de Control y Rendición de cuentas (LCAP, por sus siglas en inglés) del Distrito con respecto a nuestra identificación como escuela CSI/ATSI. Las inequidades de recursos y la sección CSI del LBUSD se incluyen en este Anexo.

Al aprobar el SPSA para la escuela, el SSC agrega específicamente este Anexo al SPSA como parte de sus responsabilidades de CSI/ATSI.

Fecha de aprobación por el
SSC

20 de Diciembre del 2023

Firma del director

Firma del presidente del
SSC

Inequidad de recursos

Las escuelas elegibles para CSI o ATSI deben identificar y describir cualquier inequidad de recursos identificada como resultado de la evaluación de necesidades requerida. La consideración de las inequidades de recursos puede informar la evaluación de la eficacia de las acciones en el SPSA y proporcionar una base para el establecimiento de metas y/o resultados esperados para los grupos de estudiantes a los que CSI/ATSI está dirigido.

En nuestro análisis de nuestros servicios SPSA, nuestro SSC encontró lo siguiente sobre las desigualdades de recursos para los grupos de estudiantes a los que CSI/ATSI está dirigido:

- No hay inequidades de recursos presentes en nuestro SPSA.** Nuestros estudiantes a los que CSI / ATSI está dirigido son una prioridad y están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.
- Había evidencia de inequidad de recursos antes de que se aprobara el SPSA.** Nuestro SSC hizo ajustes al SPSA con el fin de corregir el problema, y el SPSA ahora está proporcionando servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de desigualdad de recursos en el SPSA actual.** Sin embargo, nuestro SSC continuó haciendo ajustes a la SPSA con el fin de asegurar que los estudiantes a los que CSI / ATSI está dirigido reciben servicios / intervenciones apropiadas a través de nuestro programa de toda la escuela.
- Hay alguna evidencia de inequidades de recursos en el SPSA actual.** Sin embargo, nuestro SSC ha determinado que los estudiantes a los que CSI / ATSI está dirigido están recibiendo servicios / intervenciones apropiados a través de nuestro programa de toda la escuela.

Comentarios sobre la inequidad de recursos (opcional)

Apoyo para las escuelas según se identifica en el LCAP del LBUSD

Apoyo para Escuelas Identificadas

El apoyo a las escuelas está basado en asesoramiento y comunidades de formación profesional. El LBUSD ha pasado de prácticas de cumplimiento y supervisión a distancia a una orientación de asesoramiento profundamente arraigada, asociación para abordar problemas de logro estudiantil y un marcado énfasis en la instrucción de calidad en cada salón de clases, según lo definido por el marco del Continuo de Entendimientos del distrito. Desde 2014, el LBUSD ha buscado mejorar el tiempo dedicado a los planteles escolares, con líderes que dedican un promedio de tres a cinco horas al mes en cada plantel-visitas que incluyen observaciones en el salón de clases junto con el director, recopilación de datos relacionados con la implementación de la instrucción y orientación pedagógica para los maestros. Las escuelas de Apoyo y Mejora Integral (CSI) reciben un apoyo aún más intenso, particularmente en áreas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación.

Un área crucial de apoyo se centra en la evaluación de necesidades a nivel escolar. La Oficina de Investigación Escolar del LBUSD proporciona datos en profundidad adaptados a cada plantel, que luego se utilizan para desarrollar intervenciones en consulta con las partes interesadas. Las medidas académicas incluyen los parámetros de ELA y matemáticas, las calificaciones en tiempo real (especialmente las D y F), y si los estudiantes están en camino a completar los requisitos de graduación, mientras que las medidas no académicas cubren el ausentismo crónico, las suspensiones y los incidentes disciplinarios. Con la ayuda de líderes del distrito, asesores de plan de estudios y otros expertos, las escuelas de CSI examinan a fondo por habilidad académica, por grupo de estudiantes y por factores logísticos (por ejemplo, la hora del día y la ubicación de las suspensiones). El personal del plantel escolar recibe herramientas y capacitación para crear “listas de vigilancia”, es decir, listas de salones de clases para supervisar de cerca y listas de estudiantes que requieren más intervenciones. Este último está conectado a sistemas de comunicación por teléfono, correo electrónico y texto que pueden ayudar a involucrar a las familias en el proceso.

Aquí hay apoyos específicos que el LBUSD presentó (y continuará proporcionando en el futuro) para ayudar a las escuelas de CSI a desarrollar sus planes:

- El personal de las oficinas por nivel pasó horas adicionales en las escuelas de CSI para ayudar a los directores a realizar análisis más profundos sobre el ausentismo crónico, las suspensiones, los incidentes disciplinarios y los datos de encuestas relacionados con la cultura y el ambiente escolar y el aprendizaje socioemocional. Dichos análisis fueron además de los realizados para medidas académicas como artes de lenguaje del idioma inglés, matemáticas e índices de graduación. A la luz de la pandemia de COVID-19, también se exploraron la pérdida del aprendizaje y otros problemas similares.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito les proporcionaron a las escuelas de CSI investigaciones sobre intervenciones exitosas basadas en evidencia en escuelas comparables, tanto en el LBUSD como en otros distritos de California. Dependiendo de los programas, la investigación incluyó estudios académicos o mejores prácticas. Esta información se combinó con la información presupuestaria, para que los programas puedan desarrollarse de manera sostenible.
- El personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a identificar las inequidades de recursos al proporcionar informes sobre los niveles actuales del personal, las cifras presupuestarias y los datos logísticos. Por medio de varias reuniones individuales, los planteles escolares fueron guiados por expertos en contenido para identificar brechas significativas en los recursos. Por ejemplo, una revisión de los apoyos para estudiantes que están aprendiendo inglés de un plantel escolar incorporaría los maestros adicionales que podrían ser necesarios, junto con los materiales de instrucción, el software tecnológico, el diseño de la programación de intervenciones y otros detalles que ayudarían a desarrollar el programa, particularmente en un entorno de aprendizaje a distancia.
- Con base en la investigación y los análisis de “brechas” descritos en los dos puntos anteriores, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a elegir intervenciones basadas en evidencia. Entre los principios básicos que el LBUSD promovió en este proceso de

toma de decisiones está la sostenibilidad, la importancia de desarrollar programas de alto impacto que puedan implementarse en plazos de varios años. Dada la intensidad de las necesidades de los estudiantes, era esencial tener una perspectiva a largo plazo y hacer ajustes en el camino. LBUSD luego se aseguró de que las escuelas de CSI tuvieran capacitación para la implementación del programa.

- Por último, el personal de las oficinas por nivel, los líderes del plan de estudios y otros departamentos de apoyo del distrito ayudaron a las escuelas de CSI a establecer sistemas de supervisión y evaluación. Los apoyos incluyeron capacitación sobre cómo identificar los datos apropiados para recopilar (por ejemplo, la participación de los estudiantes en las intervenciones, los resultados de las pruebas relacionadas, etc.), cómo usar el “rastreador de intervención” del LBUSD o un sistema similar, cómo programar análisis de datos junto con las visitas al plantel escolar descritas anteriormente, y cómo usar la retroalimentación para mejorar el programa. En algunos casos, el LBUSD proporcionó a las escuelas de CSI ejemplos de de la encuesta de muestra para reunir perspectivas de estudiantes, padres de familia y personal. El LBUSD también emparejó las escuelas CSI con planteles asociados similares para que los datos puedan compararse y las prácticas prometedoras puedan compartirse.

Supervisión y evaluación de la eficacia

Para supervisar y evaluar la eficiencia de los planes CSI, se realizarán visitas trimestrales. Estas visitas formales permitirán a los equipos del plantel escolar reflexionar sobre sus esfuerzos colectivos e involucrar a colegas de otras escuelas o departamentos del distrito para obtener comentarios objetivos.

Las visitas trimestrales serán personalizadas por las escuelas, pero siguen una estructura común:

- **Instrucciones a todo el Grupo:** El equipo de la escuela (director, maestros y personal de apoyo) proporcionará antecedentes para la visita compartiendo sus planes de CSI. Destacarán los datos de su plantel escolar, las actividades de formación profesional y las intervenciones clave. Ayudarán a los visitantes a desarrollar una comprensión de sus prioridades.
- **Visitas al salón de clases:** Los miembros del equipo escolar y los visitantes observarán los salones de clases, recopilando datos y ejemplos que refuerzan los planes de CSI de la escuela. Tomarán notas, recolectarán imágenes y hablarán con los estudiantes para resumir sus observaciones.
- **Informe de Grupo Completo:** Los miembros del equipo escolar facilitarán un informe que les permita comprender y afirmar los esfuerzos de mejora continua del plantel escolar. Se centrarán no sólo en la entrega de contenido, las prácticas de enseñanza y las acciones de los estudiantes, sino también en las diversas intervenciones que se están implementando para apoyar a los estudiantes con dificultades.
- **Informe del director:** Los directores y/o supervisores de directores participarán en más conversaciones sobre los próximos pasos. Este diálogo se integrará en el trabajo de orientación regular descrito en la sección anterior.

En términos más generales, las herramientas del tablero de datos desarrolladas por la Oficina de Investigación Escolar del LBUSD incluirán “Listas de Vigilancia” que permiten a los líderes del distrito y del plantel escolar supervisar el progreso de las escuelas de CSI, sus maestros y sus estudiantes. La función “escuelas a observar” permitirá a las partes interesadas apropiadas rastrear el porcentaje de estudiantes que están “en riesgo”, “severamente en riesgo”, “de alto riesgo” y “cautelosamente en riesgo” a través de un amplio espectro de medidas, incluyendo absentismo crónico, disciplina, indicadores de nivel de lectura, operaciones matemáticas, etc. calificaciones del curso, requisitos de graduación y preparación para la escuela preparatoria la universidad (según corresponda). Estos datos en tiempo real se utilizarán para ajustar los planes de CSI y desarrollar intervenciones adicionales para los estudiantes con dificultades.



Thomas A. Edison Elementary School

Home-School Compact Agreement

2023 – 2024



Students agree to:

- Follow the Edison Guidelines for Success. Be Nice, Be Helpful, Be Respectful, Be Hands-Off, Be a Scholar!
- Treat staff members, parents and other students with respect.
- Follow school and classroom rules and make Edison a Bully Free Zone.
- Be goal oriented and work on high academic achievement and growth mindset.
- Come to school on time, well-rested, in school uniform, and ready to learn each day.
- Do my best work in school and at home. Complete homework assignments and classwork on time.
- Make the choice to read a book instead of screen time..
- Read with or to an adult, or read independently, for at least 15 – 20 minutes each day.
- Ask for help when needed.

Student Signature

Parents/Guardians agree to:

- Treat students, staff members, and other parents with respect.
- Expect each student to treat staff, parents, and students with respect, and to follow school rules.
- Send my child to school on time, well-rested, in school uniform, and ready to learn.
- Provide a daily, scheduled time and place for homework. Check homework assignments. Read with or to my child for at least 15-20 minutes each day and encourage parents to ask comprehension questions regarding the reading.
- Become a volunteer to support the school. (Attend school events and parent meetings, work in the classroom, or share individual talents.)
- Respect the school's schedule. Understand that my child's absence may affect the activity planned for the class. Whenever possible, schedule medical and other appointments outside of school hours, and schedule other activities so that they do not affect your child's attendance or readiness to participate daily.
- Keep the lines of communication open between home and school. Attend parent/teacher conferences as requested. Respond promptly to all school-to-home communication. Send an absence note which states the date of, and reason for, the absence when the student returns to school. Update all contact information on ParentVue.

Parent/Guardian Signature

Staff Members agree to:

- Treat students, parents, and other staff members with respect.
- Use consistently and fairly a school-wide discipline plan. Expect all students to follow school rules.
- Be a positive role model for students.
- Provide a challenging and enriching academic program for all students.
- Involve parents in the governance of the school. Let parents know there are many ways to support their child's school.
- Respect family time and schedules by providing advance notice to families of upcoming large homework projects, testing, changes to regular school schedules and other school events which affect the family, not just the student.
- Keep lines of communication open between school and home. Communicate with parents about each child's academic and social progress.

Juan Gutierrez, Principal

Classroom Teacher Signature

Revised 10/17/23



Escuela Primaria Thomas A. Edison

Acuerdo Compacto Hogar-Escuela 2023 - 2024



Los estudiantes aceptan:

- Siga las Pautas de Edison para el éxito. Sea amable, servicial, respetuoso, no intervenga.
- Trate a los miembros del personal, los padres y otros estudiantes con respeto.
- Siga las reglas de la escuela y el salón de clases y haga de Edison una Zona Libre de Bully.
- Estar orientado a las metas y trabajar en un alto rendimiento académico y una mentalidad de crecimiento.
- Llegue a la escuela a tiempo, descansado, con el uniforme escolar y listo para aprender todos los días.
- Hacer mi mejor trabajo en la escuela y en casa. Completa las tareas y el trabajo en clase a tiempo.
- Elija leer un libro en lugar de mirar televisión.
- Lea con o con un adulto, o lea de forma independiente, durante al menos 15 a 20 minutos cada día.
- Pida ayuda cuando la necesite.

Student Signature

Los padres / tutores acuerdan:

- Trate a los estudiantes, miembros del personal y otros padres con respeto.
- Espere que cada estudiante trate al personal, los padres y los estudiantes con respeto y que siga las reglas de la escuela.
- Enviar a mi hijo a la escuela a tiempo, bien descansado, con el uniforme escolar y listo para aprender.
- Proporcione un horario y un lugar diarios y programados para la tarea. Verifique las asignaciones de tareas. Leer con o con mi hijo durante al menos 15-20 minutos cada día y animar a los padres a hacer preguntas de comprensión con respecto a la lectura.
- Sea voluntario para apoyar a la escuela. (Asista a eventos escolares y reuniones de padres, trabaje en el salón de clases o comparta talentos individuales).
- Respete el horario de la escuela. Entender que la ausencia de mi hijo puede afectar la actividad planificada para la clase. Siempre que sea posible, programe citas médicas y de otro tipo fuera del horario escolar y programe otras actividades para que no afecten la asistencia o disposición de su hijo para participar diariamente.
- Mantenga abiertas las líneas de comunicación entre el hogar y la escuela. Asista a las conferencias de padres y maestros cuando se le solicite. Responda con prontitud a todas las comunicaciones entre la escuela y el hogar. Envíe una nota de ausencia que indique la fecha y el motivo de la ausencia cuando el estudiante regrese a la escuela. Actualizar toda la información de contacto en ParentVue.

Parent/Guardian Signature

Los miembros del personal acuerdan:

- Trate a los estudiantes, padres y otros miembros del personal con respeto.
- Use de manera consistente y justa un plan de disciplina para toda la escuela. Espere que todos los estudiantes sigan las reglas de la escuela.
- Sea un modelo positivo para los estudiantes.
- Proporcionar un programa académico estimulante y enriquecedor para todos los estudiantes.
- Involucrar a los padres en el gobierno de la escuela. Hágalos saber a los padres que hay muchas formas de apoyar la escuela de sus hijos.
- Respete el tiempo y los horarios de la familia notificando con anticipación a las familias sobre los próximos grandes proyectos de tarea, pruebas, cambios en los horarios escolares regulares y otros eventos escolares que afectan a la familia, no solo al estudiante.
- Mantenga abiertas las líneas de comunicación entre la escuela y el hogar. Comunicarse con los padres sobre el progreso social y académico de cada niño.

Juan Gutierrez, Principal

Classroom Teacher Signature



Thomas A. Edison Elementary School

Family Involvement Guidelines

As a school that receives Title I, Part A (Title I) funds, Thomas A. Edison School has developed jointly with the members of School Site Council and distributed to families of participating children, School Family Involvement Guidelines, that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The Guidelines establish Thomas A. Edison School's expectations for family involvement and describe how the school will implement a number of specific family involvement activities. The Home-School Compact is incorporated into the School Family Involvement Guidelines.

PART I

Thomas A. Edison School agrees to implement the following requirements:

- jointly develop with and distribute to families of participating children, School Family Involvement Guidelines that the school and families of participating children agree on.
- notify families about the School Family Involvement Guidelines in an understandable and uniform format and, to the extent practicable, will distribute these Guidelines to families in a language the family can understand.
- make the School Family Involvement Guidelines available to the local community.
- periodically update the School Family Involvement Guidelines to meet the changing needs of families and the school.
- adopt the school's home-school compact as a component of its School Family Involvement Guidelines.
- agrees to be governed by the following statutory definition of family involvement, and will carry out programs, activities and procedures in accordance with this definition:

PART II.

DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

1. Thomas A. Edison School will take the following actions to involve families in the joint development and joint agreement of its School Family Involvement Guidelines and its schoolwide plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:
 - Attendance at one of the district trainings or school site training. Topics include:
 - i. Responsibilities & Roles of SSC and its members
 - ii. Composition of SSCs
 - iii. Budgetary considerations
 - iv. Single Plan for Student Achievement
 - v. Role of ELAC and other advisory committees
 - Plan meeting with SSC & ELAC members to review previous year's guidelines and family involvement activities outlined in the Single Plan for Student Achievement
 - i. Invite other families and stakeholders to attend the meeting

- ii. Advertise in Title I Newsletter, at Back-to-School night, through School Messenger, etc.
 - At Meeting
 - i. Review Single Plan for Student Achievement, and as a group, note changes and make adjustments (deletions or additions) as necessary
 - ii. Write or update the Family Involvement Guidelines & Home-School Compacts
 - iii. Oral and written translations be made available for Spanish and Khmer families to allow for discussions
2. Thomas A. Edison School will take the following actions to distribute to families and the local community, the school's Family Involvement Guidelines:
 - At a SSC & ELAC meeting
 - Section of Newsletter
 - Annual Title I Meeting
 - Main Office Counter
 - Back to School Night
 3. Thomas A. Edison School will update periodically its Family Involvement Guidelines to meet the changing needs of families and the school:
 - At SSC and ELAC meetings
 - Family information meetings
 - School site council must vote to approve the guidelines
 4. Thomas A. Edison School will convene an Annual Title I Public Meeting to inform families of the following:
 - The requirements of Title I, how Title I funds are used at this school, and families' right to be involved
 - Hold a flexible number of meetings at varying times
 - Notifications/fliers sent home in language families can understand
 - Announcement made on school marquee, through Schoolloop and Teleparent
 - Child care provided
 5. Thomas A. Edison School will provide updated information to families about Title I programs throughout the school year:
 - Section of Newsletter
 - On Main Office Counter
 - At SSC, ELAC meetings and other family meetings (PTA/PTO/CAAP, etc.)
 6. Thomas A. Edison School will provide to families a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet. Thomas A. Edison School will also provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children:
 - Family workshops; Family surveys
 - Principal chats
 - In school newsletters
 - Back-to-School Night
 - At SSC & ELAC meetings

7. Thomas A. Edison School will coordinate and integrate family involvement programs and activities with Head Start, Early Reading First, public preschools, and other programs that encourage and support families in participating more fully in early education of their children by:
 - Coordination of Transitional Kindergarten at selected sites
 - Promotion/advertisement of the District's Kindergarten festivals
8. Thomas A. Edison School will submit to the district any family comments if the schoolwide plan under section (1114) (b) (2) is not satisfactory to families of participating children:
 - At School Site Council Meetings

PART III

SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Thomas A. Edison School will build the schools' and families' capacity for strong family involvement, in order to ensure effective involvement of families and to support a partnership among the school involved, families, and the community to improve student academic achievement, through the following activities specifically described below:
 - District trainings offered for families and staff
 - Family education workshops on site
 - Family-Teacher Conferences
 - Family Workshops posted on district website
 - DCAC, DELAC and other district family forums/meetings
 - District website resources: click "P" for Parent University
2. Thomas A. Edison School will incorporate the Home-School Compact as a component of its School Family Involvement Guidelines:
 - Outlines shared responsibility of home, school and student in academic achievement
 - Developed, discussed and reviewed at first SSC and ELAC meetings
 - School site council must vote to approve compact
 - All parents will sign the compact and receive a copy at Parent Teacher Conferences in November
3. Thomas A. Edison School will, with the assistance of its district, provide assistance to families of children served by the school in understanding topics such as the following
 - the state's academic content standards
 - the state and local academic assessments including alternate assessments
4. Thomas A. Edison School will, with the assistance of the district, provide materials and training to help families work with their children to improve their children's academic achievement, as appropriate, to foster family involvement, by:
 - Family Workshops presented by Edison teachers. (Common Core State Standards, Standardized Testing)
5. Thomas A. Edison School will, with the assistance of the district and families, educate its teachers and other staff, in how to reach out to, communicate with, and work with families as equal partners, by:
 - Teacher/Staff In-services

6. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and family programs, meetings, and other activities, is sent to the families of participating children in an understandable format and in a language the families can understand:
 - District Office will be doing the translations of written materials/notifications that are sent to families

PART IV.

DISCRETIONARY SCHOOL FAMILY INVOLVEMENT GUIDELINES COMPONENTS

The School Family Involvement Guidelines may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its families, chooses to undertake to build families' capacity for involvement in the school to support their children's academic achievement, such as the following discretionary activities listed under section 1118(e) of the ESEA:

- involving families in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for families from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with family involvement activities, including transportation and child care costs, to enable families to participate in school-related meetings and training sessions;
- training families to enhance the involvement of other families;
- in order to maximize family involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving family involvement;
- establishing a district wide family advisory council (DCAC) to provide advice on all matters related to family involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in family involvement activities; and
- providing other reasonable support for family involvement activities under section 1118 as families may request.

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PART V.

ADOPTION

Thomas A. Edison School's Family Involvement Guidelines have been developed jointly with, and agreed upon by, families of children participating in Title I, Part A programs. The Guidelines were adopted by the site's School Site Council members on **10/17/23** and will be in effect for the period of one school year. The school will distribute the Guidelines to all families on or before **11/17/2023**. Thomas A. Edison School, when feasible, will provide a copy of these Guidelines to families in a language the family can understand.

Mr. Juan Gutierrez, Principal

Date



Escuela primaria Thomas A. Edison

Pautas de participación familiar

Como escuela que recibe fondos del Título I, Parte A (Título I), Escuela Thomas A. Edison ha desarrollado conjuntamente con los miembros del Consejo Escolar y distribuido a las familias de los niños participantes, Pautas de Participación Escolar y Familiar, que contienen información requerida por la sección 1118(b) de la Ley de Educación Primaria y Secundaria (ESEA). Las Directrices establecen a Thomas A. Edison Escuelas expectativas para la participación familiar y describir cómo la escuela implementará una serie de actividades específicas de participación familiar. El Pacto Hogar-Escuela está incorporado a las Pautas de participación escolar y familiar.

PARTE I

Escuela Thomas A. Edison se compromete a implementar los siguientes requisitos:

- Desarrollar conjuntamente y distribuir a las familias de los niños participantes, Pautas de participación escolar familiar que la escuela y las familias de los niños participantes acuerden.
- notificará a las familias sobre las Pautas de participación escolar y familiar en un formato comprensible y uniforme y, en la medida de lo posible, distribuirá estas Pautas a las familias en un idioma que la familia pueda entender.
- Poner a disposición de la comunidad local las Directrices para la participación escolar y familiar.
- Actualizar periódicamente las Pautas de participación escolar y familiar para satisfacer las necesidades cambiantes de las familias y la escuela.
- adoptar el pacto entre el hogar y la escuela de la escuela como un componente de sus Pautas de participación escolar y familiar.
- acepta regirse por la siguiente definición legal de participación familiar y llevará a cabo programas, actividades y procedimientos de acuerdo con esta definición:

PARTE II.

DESCRIPCIÓN DE CÓMO LA ESCUELA IMPLEMENTARÁ LOS COMPONENTES REQUERIDOS DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR ESCOLAR

1. Escuela Thomas A. Edison tomará las siguientes acciones para involucrar a las familias en el desarrollo conjunto y el acuerdo conjunto de sus Pautas de participación escolar familiar y su plan para toda la escuela, si corresponde, de manera organizada, continua y oportuna según la sección 1118(b) de la ESEA:
 - Asistencia a una de las capacitaciones del distrito o capacitación en el sitio escolar. Los temas incluyen:
 - i. Responsabilidades y funciones del SSC y sus miembros
 - ii. Composición de las SSC
 - iii. Consideraciones presupuestarias
 - iv. Plan Único para el Rendimiento Estudiantil
 - v. Papel del ELAC y otros comités asesores

- Planificar una reunión con los miembros del SSC y ELAC para revisar las pautas del año anterior y las actividades de participación familiar descritas en el Plan Único para el Rendimiento Estudiantil.
 - i. Invite a otras familias y partes interesadas a asistir a la reunión.
 - ii. Anuncie en el boletín del Título I, en la noche de regreso a clases, a través de School Messenger, etc.

 - En la reunión
 - i. Revisar el Plan Único para el Rendimiento Estudiantil y, como grupo, anotar los cambios y hacer ajustes (eliminaciones o adiciones) según sea necesario.
 - ii. Redactar o actualizar las pautas de participación familiar y los pactos entre el hogar y la escuela
 - iii. Se pondrán a disposición de las familias españolas y jemerres traducciones orales y escritas para permitir el debate.
2. Escuela Thomas A. Edison Tomará las siguientes acciones para distribuir a las familias y a la comunidad local las Pautas de participación familiar de la escuela:
 - En una reunión del SSC y ELAC
 - Sección de Newsletter
 - Reunión Anual de Título I
 - Mostrador de la oficina principal
 - Noche de regreso a clases

 3. Escuela Thomas A. Edison actualizará periódicamente sus Pautas de participación familiar para satisfacer las necesidades cambiantes de las familias y la escuela:
 - En las reuniones del SSC y ELAC
 - Reuniones informativas familiares
 - El consejo escolar debe votar para aprobar las pautas

 4. La Escuela Thomas A. Edison convocará una reunión pública anual de Título I para informar a las familias lo siguiente:
 - Los requisitos del Título I, cómo se utilizan los fondos del Título I en esta escuela y el derecho de las familias a participar
 - Celebrar un número flexible de reuniones en distintos horarios
 - Notificaciones/folletos enviados a casa en un idioma que las familias puedan entender.
 - Anuncio realizado en la marquesina de la escuela, a través de Schoolloop y Teleparent
 - Cuidado infantil proporcionado

 5. Escuela Thomas A. Edison proporcionará información actualizada a las familias sobre los programas de Título I durante todo el año escolar:
 - Sección de Newsletter
 - En el mostrador de la oficina principal
 - En las reuniones del SSC, ELAC y otras reuniones familiares (PTA/PTO/CAAP, etc.)

 6. Escuela Thomas A. Edison proporcionará a las familias una descripción y explicación del plan de estudios que se utiliza en la escuela, las formas de evaluación académica utilizadas para medir el progreso de los estudiantes y los niveles de competencia que se espera que alcancen los estudiantes. Escuela Thomas A. Edison También brindará oportunidades de reuniones periódicas

para formular sugerencias y participar, según corresponda, en las decisiones relativas a la educación de sus hijos:

- Talleres familiares; Encuestas familiares
- Charlas principales
- En boletines escolares
- Noche de regreso a clases
- En las reuniones del SSC y ELAC

7. La Escuela Thomas A. Edison coordinará e integrará programas y actividades de participación familiar con Head Start, Early Reading First, preescolares públicos y otros programas que alientan y apoyan a las familias a participar más plenamente en la educación temprana de sus hijos al:

- Coordinación de Kindergarten de Transición en sitios seleccionados
- Promoción/publicidad de los festivales de Kindergarten del Distrito

8. La Escuela Thomas A. Edison presentará al distrito cualquier comentario familiar si el plan escolar bajo la sección (1114) (b) (2) no es satisfactorio para las familias de los niños participantes:

- En las reuniones del consejo escolar

PARTE III

COMPARTIDO RESPONSABILIDADES PARA UN ALTO RENDIMIENTO ACADÉMICO DE LOS ESTUDIANTES

1. Escuela Thomas A. Edison desarrollará la capacidad de las escuelas y las familias para una fuerte participación familiar, con el fin de garantizar la participación efectiva de las familias y apoyar una asociación entre la escuela involucrada, las familias y la comunidad para mejorar el rendimiento académico de los estudiantes, a través de las siguientes actividades que se describen específicamente a continuación. :
 - Capacitaciones del distrito ofrecidas para familias y personal.
 - Talleres de educación familiar en el sitio.
 - Conferencias de familia y maestros
 - Talleres familiares publicados en el sitio web del distrito
 - DCAC, DELAC y otros foros/reuniones familiares del distrito
 - Recursos del sitio web del distrito: haga clic en "P" para Universidad de padres
2. Escuela Thomas A. Edison incorporará el Pacto Hogar-Escuela como un componente de sus Pautas de participación escolar y familiar:
 - Describe la responsabilidad compartida del hogar, la escuela y el estudiante en el rendimiento académico.
 - Desarrollado, discutido y revisado en las primeras reuniones del SSC y ELAC.
 - El consejo escolar debe votar para aprobar el pacto
 - Todos los padres firmarán el pacto y recibirán una copia en las conferencias de padres y maestros en noviembre.
3. Escuela Thomas A. Edison Con la ayuda de su distrito, brindará asistencia a las familias de los niños atendidos por la escuela para que comprendan temas como los siguientes.
 - los estándares de contenido académico del estado
 - las evaluaciones académicas estatales y locales, incluidas evaluaciones alternativas

4. Escuela Thomas A. Edison Con la ayuda del distrito, proporcionará materiales y capacitación para ayudar a las familias a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, según corresponda, para fomentar la participación familiar, mediante:
 - Talleres familiares presentados por maestros de Edison. (Estándares estatales básicos comunes, pruebas estandarizadas)

5. Escuela Thomas A. Edison Con la ayuda del distrito y las familias, educará a sus maestros y demás personal sobre cómo acercarse, comunicarse y trabajar con las familias como socios iguales, mediante:
 - Servicios de maestros/personal

6. La escuela, en la medida de lo posible y apropiado, tomará las siguientes acciones para garantizar que la información relacionada con los programas, reuniones y otras actividades escolares y familiares se envíe a las familias de los niños participantes en un formato comprensible y en un idioma que las familias pueden entender:
 - Oficina de distrito Estaremos haciendo las traducciones de materiales escritos/notificaciones que se envían a las familias.

PARTE IV.

COMPONENTES DE LAS PAUTAS DE PARTICIPACIÓN FAMILIAR DE LA ESCUELA DISCRECIONAL

Las Pautas para la participación escolar y familiar pueden incluir párrafos adicionales que enumeren y describan otras actividades discrecionales que la escuela, en consulta con sus familias, decida realizar para desarrollar la capacidad de las familias de participar en la escuela para apoyar el rendimiento académico de sus hijos, como las siguientes actividades discrecionales. actividades enumeradas en la sección 1118(e) de ESEA:

- involucrar a las familias en el desarrollo de capacitación para maestros, directores y otros educadores para mejorar la efectividad de esa capacitación;
- proporcionar la capacitación necesaria en alfabetización para las familias con fondos del Título I, Parte A, si el distrito escolar ha agotado todas las demás fuentes de financiamiento razonablemente disponibles para esa capacitación;
- pagar los gastos razonables y necesarios asociados con las actividades de participación familiar, incluidos los costos de transporte y cuidado infantil, para permitir que las familias participen en reuniones y sesiones de capacitación relacionadas con la escuela;
- formar a las familias para mejorar la participación de otras familias;
- para maximizar la participación y la participación de la familia en la educación de sus hijos, organizando reuniones escolares en una variedad de horarios o realizando conferencias en el hogar entre maestros u otros educadores, que trabajan directamente con los niños participantes, con familias que no pueden asistir a esas conferencias. en la escuela;
- adoptar e implementar enfoques modelo para mejorar la participación familiar;
- establecer un consejo asesor familiar (DCAC) para todo el distrito para brindar asesoramiento sobre todos los asuntos relacionados con la participación familiar en los programas del Título I, Parte A;
- desarrollar funciones apropiadas para las organizaciones y empresas comunitarias, incluidas las organizaciones religiosas, en las actividades de participación familiar; y
- Proporcionar otro apoyo razonable para las actividades de participación familiar según la sección 1118, según lo soliciten las familias.

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PARTE V. ADOPCIÓN

Escuela Thomas A. Edison Las Pautas de participación familiar se han desarrollado y acordado conjuntamente con las familias de los niños que participan en los programas del Título I, Parte A. Las pautas fueron adoptadas por los miembros del Consejo Escolar del sitio el 10/17/23. y tendrá vigencia durante el período de un año escolar. La escuela distribuirá las Pautas a todas las familias en o antes 11/17/2023. Escuela Thomas A. Edison, cuando sea factible, proporcionará una copia de estas Pautas a las familias en un idioma que la familia pueda entender.

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10/17/23

Sr. Juan Gutiérrez, Director Fecha

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Para escuelas primarias, K-8 y secundarias, revisado 10/2023