

Edison School

SINGLE PLAN FOR STUDENT ACHIEVEMENT (SPSA) 2019-20

CDS Code	01-61119-6090013
Principal Name	Greg Sahakian
Telephone Number	510-748-4002
Address	2700 Buena Vista Avenue, Alameda, CA 94501
E-mail	gsahakian@alamedaunified.org
Fax	510-523-6131
Website Link	https://edison-alamedausd-ca.schoolloop.com/
SARC Link	http://sarconline.org/
Date of Last Revision	
Date of BOE Approval	

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

TABLE OF CONTENTS

School Profile	3
Districtwide Goals	5
Planned Improvements in Student Performance: LCAP Goal 1 - Eliminate barriers to student success and maximize learning time	6
School Site Analysis and Prioritized Actions (LCAP Goal 1)	7
Site Goals, Actions, and Metrics (LCAP Goal 1)	14
Planned Improvements in Student Performance: LCAP Goal 2 - Support students in becoming college and work ready	17
School Site Analysis and Prioritized Actions (LCAP Goal 2)	19
Site Goals, Actions, and Metrics (LCAP Goal 2)	25
Planned Improvements in Student Performance: LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success	28
School Site Analysis and Prioritized Actions (LCAP Goal 3)	29
Site Goals, Actions, and Metrics (LCAP Goal 3)	32
Planned Improvements in Student Performance: LCAP Goal 4 - Ensure that all students have access to basic services	34
School Site Analysis and Prioritized Actions (LCAP Goal 4)	35
Site Goals, Actions, and Metrics (LCAP Goal 4)	36
Summary of Expenditures to Achieve Site-Specific Goals	37
Categorical Funding Summary	39
School Site Council (SSC) Membership	40
Site Validation Questions	41
RECOMMENDATIONS AND ASSURANCES	42
APPENDIX A: Special Education Addendum	43
APPENDIX B: Title 1 Schoolwide Program Plan	43
APPENDIX C: Innovative Program Review of Progress - Guiding Questions	45

School Profile

School Mission and Vision:

Edison Elementary School is an inclusive community of learners committed to developing responsible, well-rounded citizens through the acquisition of academic and social skills.

Executive Summary:

Edison School has a rich history that includes a great deal of pride for a school that has been the center of the neighborhood for several generations. The spirit and growth mindset of our staff and our 470+ students permeates the work that goes on daily. We are a community of learners committed to ensuring that each member strives to reach their fullest potential. The school's diversity promotes a focus on inclusion and understanding the incredible opportunity we have to learn and grow from one another. We are committed to developing lifelong learners who will learn to work effectively with others in a future that is continuing to emerge.

Edison is a place where safety and learning are the highest priorities. Our vision is aimed at helping our students grow and flourish in an environment that is based in safety and inclusion. We serve our students' academic, behavioral and socioemotional needs through our Positive Behavior and Intervention Supports (PBIS) as well as our Coordinated Services Team (COST). We empower students to be successful in school by carefully articulating expectations and reinforcing positive behavior. Behavior trends are analyzed and Tiered Fidelity Inventories (TFI) are conducted several times a year to provide data to staff in improving PBIS. These supports are echoed in the school focus for all to be safe, respectful and responsible, and reinforce our priorities of inclusion, acceptance, and celebrating uniqueness.

Student achievement is at the center of our work. We utilize technology, innovation, project-based learning, and a strong emphasis on reading. Staff has fully implemented the Center for the Collaborative Classroom (CCC) Literacy curriculum, as well as the Eureka Math adoption over the past several years. We embed best-practices and quality supports as we weave Inquiry by Design, English Language Development (ELD) support, Bay Science, Service Learning, and our Response to Intervention (RtI) model into our instructional practices. At each grade level, teachers work together to align their practices and develop lessons that meet the needs of our varied learners. Progress is monitored by classroom and district-wide formative assessments, including the use of Star 360 as an assessment management system in Grades K-5, as well as ESGI in Kindergarten. Our faculty and staff are committed to implementation of these tools and practices to the benefit of our students.

Our goals require strong and broad leadership. Our staff is driven by an inertia that is caused by each of us committed to learning in a changing world. Several site committees take on a leadership role in the school: The Instructional Leadership Team (ILT), the PBIS team, and COST members. Each of these teams play a significant role in helping plan for and shape the instructional vision for the school, implementation of instructional and intervention practices, developing and leading professional development, planning the school-wide priorities for the year, and serving as a means of communicating and problem solving throughout the staff.

Edison's success is strengthened by our close partnership with our robust Parent Teacher Association. The parent community engages in generous, ongoing fundraising and extensive volunteerism. Every year community members put in thousands of volunteer hours including facilitating small reading groups, providing supervision and classroom support, teaching art docent lessons. The generous financial contributions from parents help to fund school initiatives both large and small, including the Garden Program, field trips and assemblies, technology, organizing the annual Readathon, and many other contributions. Edison's volunteers make a huge difference at our school, and we are quite fortunate to have this support and encouragement to operate at high levels.

Edison has its share of both successes and areas of growth. 75.1% of Edison students met or exceeded standards on the ELA SBAC assessment, and 73.5% of Edison students met or exceeded standards on the Math SBAC assessment. Maintaining high expectations for all students through use of effective curriculum, rigorous instruction and ongoing professional development will work to continue this success. However, we do have students working below grade level, and use a number of academic and intervention strategies to meet the needs of some of our underserved students. In particular, our Special Education, Latino and Socioeconomically Disadvantaged subgroups are students where intervention support can be most greatly focused. This support will take the form of increased intervention academic and behavioral services as informed by COST, implementation of a Socio-Emotional Learning program for the upcoming school year (Soul Shoppe), continued work on our PBIS program, and focused staff Professional Development regarding best practices in Literacy, Math and English Language Development instruction.

It is inspiring to see success stories play out on a daily basis at Edison. As we provide a clear, focused curriculum through rigorous and supportive instructional practices, our students achieve at high levels. The teamwork that exists among our staff, paired with the tremendous support we get from our parents and community, enables Edison School to thrive at providing quality education experiences for our students and families.

Districtwide Goals

Excellence and Equity for ALL Students

Local Control and Accountability Plan (LCAP) Goals

- Goal 1:** Student Engagement: eliminate barriers to student success and maximize learning time.
- Goal 2A:** Support all students in becoming college and work ready.
- Goal 2B:** Support all English Learners in becoming college and work ready.
- Goal 3:** Family Engagement: support parent/guardian development as knowledgeable partners and effective advocates for student success
- Goal 4:** Basic Services: Ensure that ALL students have access to the required basic services.

District Theory of Action

If we:

- Implement an effective Multi-Tiered System of Support (MTSS) for academic (RtI) and behavioral (PBIS) instruction and intervention
- Engage parents/guardians as knowledgeable partners and effective advocates for student success
- Provide standards aligned instruction and curricular materials that actively engage students in higher order problem solving and critical thinking
- Eliminate systemic barriers which have historically and actively resulted in inequitable outcomes for students based on race/ethnicity or socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students including social and emotional learning, universal screening, routine diagnostics, and progress monitoring, and data-based referral to appropriate interventions
- Within Tier 1, provide English Learners (ELs) appropriate Designated and Integrated English Language Development (ELD) instruction
- Provide Tier 2 and 3 academic and behavioral interventions that deliver targeted instructional support to students based on identified need
- Develop a welcoming school climate by providing PBIS, systematic behavioral supports, restorative practices and restorative justice, culturally responsive curriculum and instructional strategies to meet the needs of diverse learners
- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and coteaching at 6-12
- Provide staff the appropriate training and ongoing support to implement effective instruction and intervention
- Provide parent/guardian education that develops capacity to advocate for student success, navigate the school system, and access resources

We will achieve the following:

- Students will be prepared for post-secondary success in both college and career
- Students will be prepared to be responsible citizens
- Student outcomes will not be predictable based on race/ethnicity or socioeconomic status

Planned Improvements in Student Performance:

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

Identified Districtwide Goal 1 Needs

AUSD has a past practice of routinely reviewing both attendance and discipline data. This review has consistently identified the need for districtwide action to improve student outcomes in both areas. In recent years there has been additional focus on the disproportionate outcomes for specific subgroups in AUSD's exclusionary discipline (including suspension rate). Goals for all sites and students include:

- Improve student attendance including increase of basic attendance rate and decrease of chronic absenteeism
- Decrease class time missed as a result of discipline including reduction of both suspension and expulsion rates
- Improve completion rate including reduction of middle and high school drop-out rates and increase of high school graduation rate

District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome		2016-2017 Actual		2017-18 Actual		2018-19 Target		2019-20 Target	
		District	Site	District	Site	District	Site	District	Site
Chronic Absenteeism % of students who are absent 10% or more of their enrolled days		8.7%	4.1%	9.1%	4%	8%	4%	6%	3.5%
Suspension Rate % of students suspended anytime during the year		2.7%	0.9%	2.8%	1%	2.2%	0.95%	2%	0.5%
Graduation % of four-year cohort completing graduation requirements		89.2%		93.2%		93.5%		95%	
CHKS: % of students reporting 'agree' or 'strongly agree' (sec) OR 'most of the time/all of the time' (elem) to feeling safe in their school	5th	84%	91%	86%	77%	88%	80%	91%	85%
	7th	71%		62%		75%		80%	
	9th	65%		60%		72%		79%	
	11th	65%		63%		72%		79%	

School Site Analysis and Prioritized Actions (LCAP Goal 1)



Description of CURRENT school actions/services in support of LCAP Goal 1:

Edison School regularly analyzes data to help identify areas of need with regards to attendance, student behavior, and school climate.

Schoolwide, we communicate the importance of attendance and our attendance policies to all families. We also work individually with families where chronic absenteeism is an issue, through communication of truancy letters and monthly School Attendance review Team (SART) meetings. We also offer incentives for students who have perfect attendance at the end of the year, as well as for classes who reach classwide perfect attendance goals.

Through the Positive Behavior Intervention and Support (PBIS) program, staff has worked to maintain and enhance specific Tier I behavioral interventions. Individual students in need of additional intervention are referred to the Coordinated Services Team (COST) team which meets weekly to identify supports for Tier II/III interventions, which may include: Check In/Check Out, individual and group student sessions for students through the Counseling Intern and Psychologist Intern, including Social Skills, Anxiety and Emotional Regulation support groups. This year, Edison and other AUSD schools are also offering a GEMS group through Girls, Inc. for girls to support the building of self-esteem and healthy friendships.

Several current school programs support school climate, including implementation of the currently-adopted recess support program (PlayWorks), a multi-faceted Service Learning program for our upper grade students, which includes the Go Green Team, Kinder Buddies, 5th grade tour guides for incoming Kindergarten parents, lunch helpers, buddy classrooms and the annual Food Pantry Service Project field trip. Additionally, the staff has conducted research and has recently adopted Socio-Emotional Learning program for the 2019-20 school year (Soul Shoppe). All of these programs work in conjunction to help create a positive school climate, with the goal of encouraging positive interactions between students and reducing student office discipline referrals and suspensions.



Data Analysis:

- **Attendance data:**

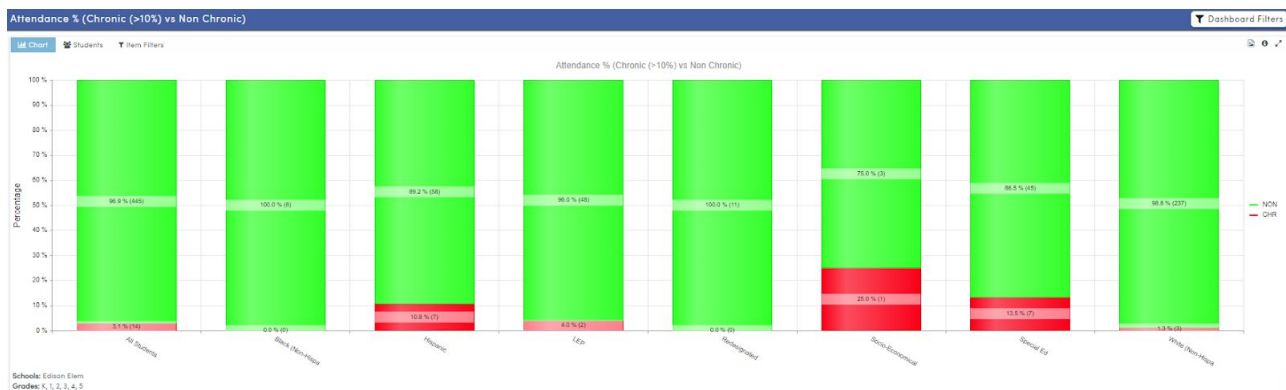
- Attendance rates:

- 2016-17 school year: 96.9%

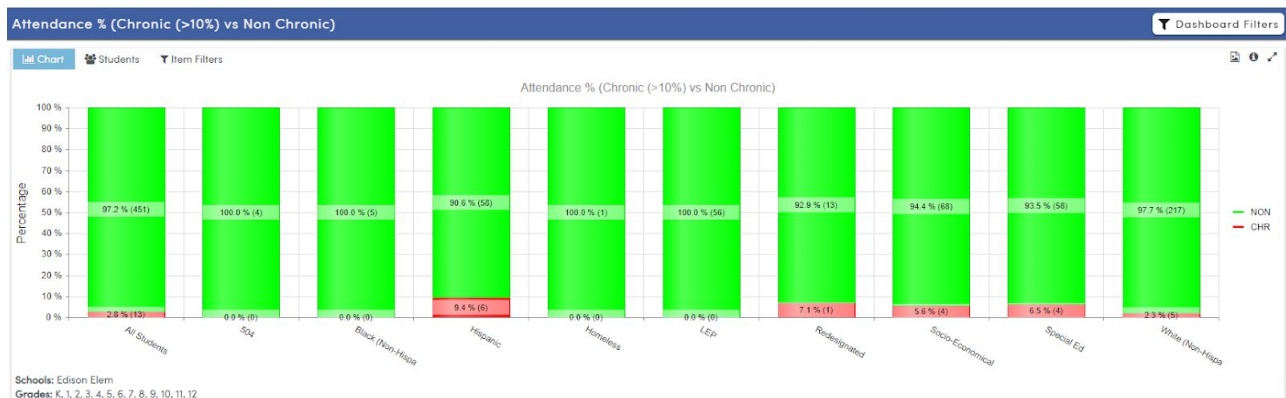
- 2017-18 school year: 97.2% (overall increase of 0.3% from previous year)

- Chronic Absence rates - From 2016-17 (34) to 2017-18 (33), the number of students with Chronic Absenteeism at Edison School stayed relatively the same, reducing by one student. Notable was that the number of Students with Disabilities dropped by over half, but the number of students from Socioeconomically Disadvantaged rose from 1 student being chronically absent to 4 students.

Edison Chronic Absenteeism data - 2016-17 School year

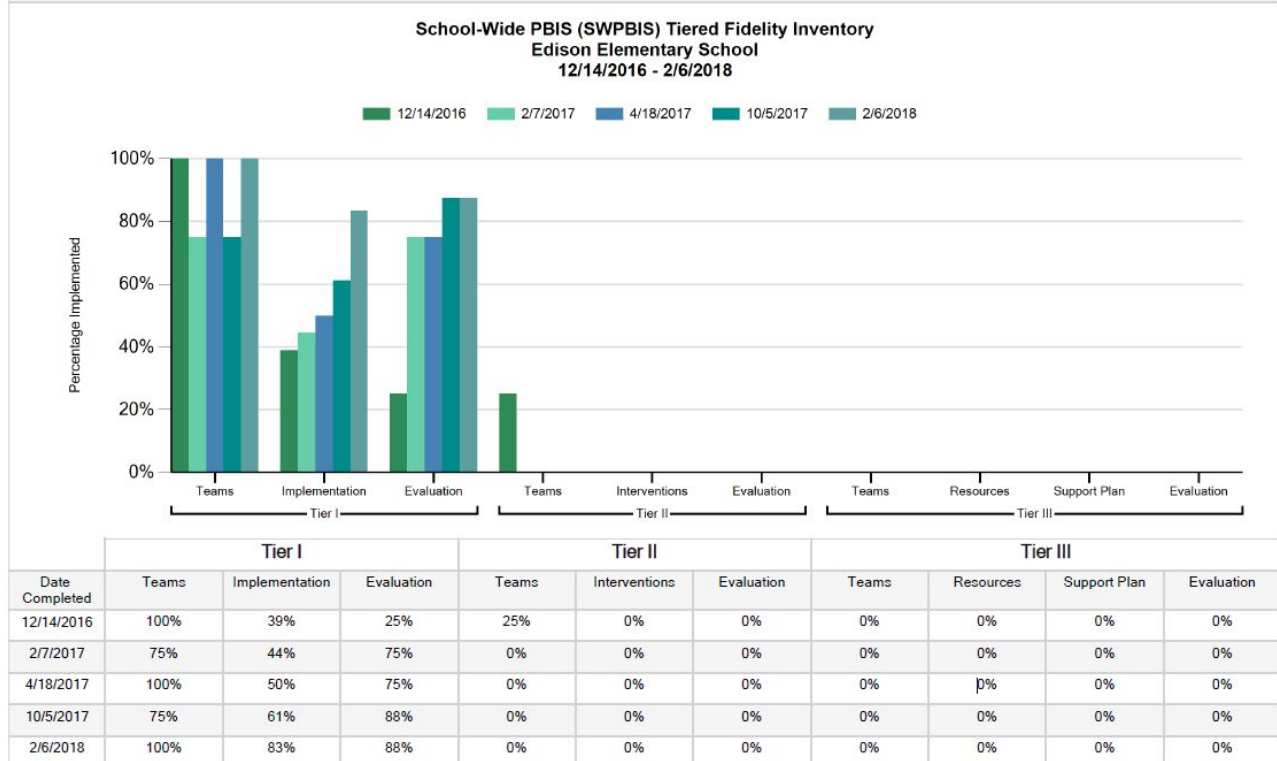


Edison Chronic Absenteeism data - 2017-18 School year



- **PBIS data:** Tiered Fidelity Inventory (TFI) and Self Assessment Survey (SAS) - Data gathered from both the TFI and the SAS indicate that continued progress took place in implementation of Tier I interventions at Edison School over the 2017-18 school year.
 - From February 2017 to February 2018, TFI data showed an increase from 57% of Tier I Universal PBIS features implemented to 87% of features implemented. Subcategories reflected the same trend:
 - Teams Composition and Operation rose from 75% to 100%
 - Implementation of Program rose from 44% to 83%
 - Program Evaluation Practices in place rose from 75% to 88%

Edison Elementary School
Alameda, California



Edison Elementary School
Alameda, California

School Year: 2017-18
Date Completed: 10/5/2017 - 2/6/2018

Tier I: Universal SWPBIS Features

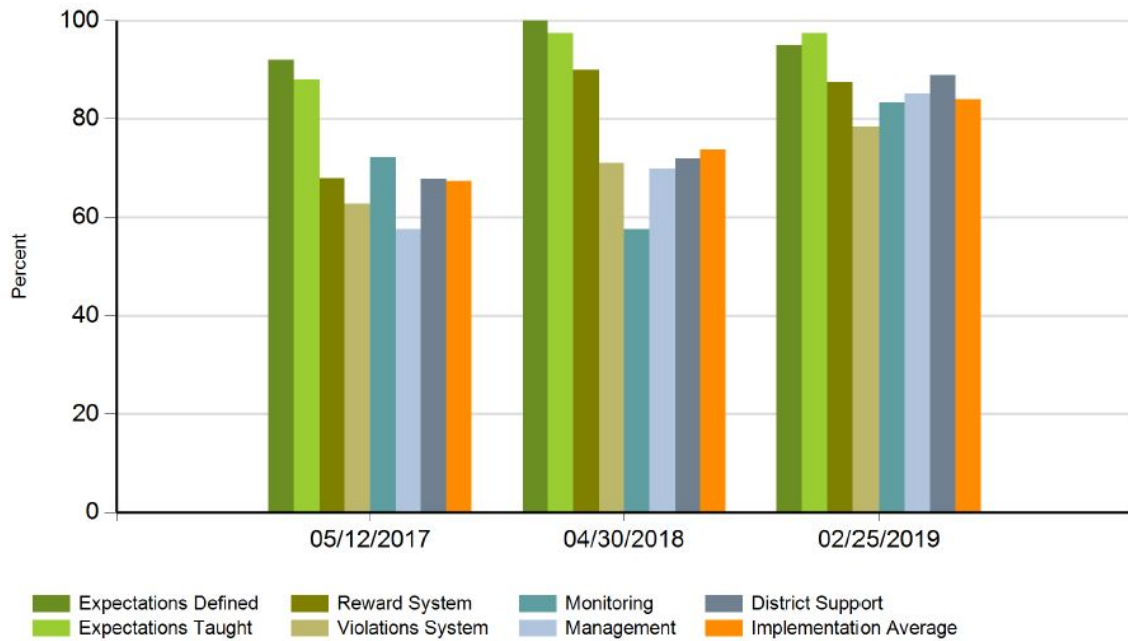
Teams	10/5/17	2/6/18
1. Team Composition: Tier I team includes a Tier I systems coordinator, a school administrator, a family member, and individuals able to provide (a) applied behavioral expertise, (b) coaching expertise, (c) knowledge of student academic and behavior patterns, (d) knowledge about the operations of the school across grade levels and programs, and for high schools, (e) student representation.	2	2
2. Team Operating Procedures: Tier I team meets at least monthly and has (a) regular meeting format/agenda, (b) minutes, (c) defined meeting roles, and (d) a current action plan.	1	2
Feature 1 Total: 3 of 4 4 of 4		

Implementation	10/5/17	2/6/18
3. Behavioral Expectations: School has five or fewer positively stated behavioral expectations and examples by setting/location for student and staff behaviors (i.e., school teaching matrix) defined and in place.	1	2
4. Teaching Expectations: Expected academic and social behaviors are taught directly to all students in classrooms and across other campus settings/locations.	1	2
5. Problem Behavior Definitions: School has clear definitions for behaviors that interfere with academic and social success and a clear policy/procedure (e.g., flowchart) for addressing office-managed versus staff-managed problems.	1	1
6. Discipline Policies: School policies and procedures describe and emphasize proactive, instructive, and/or restorative approaches to student behavior that are implemented consistently.	1	1
7. Professional Development: A written process is used for orienting all faculty/staff on 4 core Tier I SWPBIS practices: (a) teaching school-wide expectations, (b) acknowledging appropriate behavior, (c) correcting errors, and (d) requesting assistance.	2	2
8. Classroom Procedures: Tier I features (school-wide expectations, routines, acknowledgements, in-class continuum of consequences) are implemented within classrooms and consistent with school-wide systems.	1	2
9. Feedback and Acknowledgement: A formal system (i.e., written set of procedures for specific behavior feedback that is [a] linked to school-wide expectations and [b] used across settings and within classrooms) is in place and used by at least 90% of a sample of staff and received by at least 50% of a sample of students.	1	1
10. Faculty Involvement: Faculty are shown school-wide data regularly and provide input on universal foundations (e.g., expectations, acknowledgements, definitions, consequences) at least every 12 months.	1	2
11. Student/Family/Community Involvement: Stakeholders (students, families, and community members) provide input on universal foundations (e.g., expectations, consequences, acknowledgements) at least every 12 months.	2	2
Feature 2 Total:	11 of 18	15 of 18

Evaluation	10/5/17	2/6/18
12. Discipline Data: Tier I team has instantaneous access to graphed reports summarizing discipline data organized by the frequency of problem behavior events by behavior, location, time of day, and by individual student.	1	1
13. Data-Based Decision Making: Tier I team reviews and uses discipline data and academic outcome data (e.g., Curriculum-Based Measures, state tests) at least monthly for decision-making.	2	2
14. Fidelity Data: Tier I team reviews and uses SWPBIS fidelity (e.g., SET, BoQ, TIC, SAS, Tiered Fidelity Inventory) data at least annually.	2	2
15. Annual Evaluation: Tier I team documents fidelity and effectiveness (including on academic outcomes) of Tier I practices at least annually (including year-by-year comparisons) that are shared with stakeholders (staff, families, community, district) in a usable format.	2	2
Feature 3 Total:	7 of 8	7 of 8

- From May of 2017 through February of 2019, SAS data showed an overall increase in all subcategories. With the exception of 2 subcategories showing a slight decline from April 2018 to February 2019 (Expectations Defined, Reward System), all subcategories showed consistent increases.

SAS School-wide System Subscale
Edison Elementary School
5/12/2017-2/25/2019



	Expectations Defined	Expectations Taught	Reward System	Violations System	Monitoring	Management	District Support	Implementation Average
5/12/2017	92%	88%	68%	63%	72%	58%	68%	67%
4/30/2018	100%	98%	90%	71%	58%	70%	72%	74%
2/25/2019	95%	98%	88%	78%	83%	85%	89%	84%

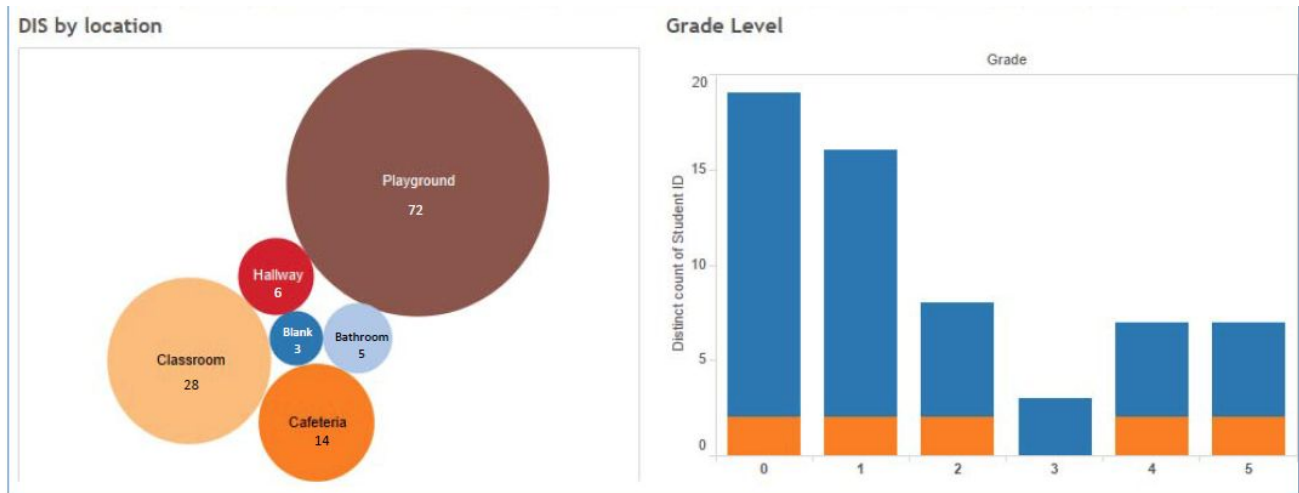
- **Student Discipline data:** Behavior Tracking Form (BTF), Office Discipline Referral (ODR), Suspension Rates

Behavior Tracking Form (BTF): Behavior Tracking Form data began this year, so we are unable to compare it to previous years. However, we have tracked data over the course of this year (data is from October through February):

Month	October	November	December	January	February
BTF referrals	59	17	24	28	25
# of school days	23	15*	15	17	15

*November had 1 week of min days for P/T conferences, 1 week indoor due to air quality

Edison Low Level Discipline (Behavior Tracking forms), 8/20/18 – 1/31/19



Office Discipline Referrals (ODR): , Office discipline referrals are used for more significant incidents, has shown an increase since the start of the year. However, there was no evidence that these were being used at the start of the year through the 2nd week in October. The ODR form and process were introduced to staff in late October, and it does appear to be consistently used by staff at this time.

Month	October	November	December	January	February
ODR referrals	10	3	8	11	18
# of school days	23	15*	15	17	15

* November had 1 week of min days for P/T conferences, 1 week indoor due to air quality

Suspensions: In comparison to the 2015-16 school year, the number of days of student suspension declined 76% in the 2017-18 school year, from 23 suspension days to 5.5 suspension days.

School Year	2015-16	2016-17	2017-18
# of suspension days	23 days	7.5 days	5.5 days






Needs Analysis:

- Student Attendance:
 - Although the Edison absenteeism rate is relatively low compared to the rest of the district, we are still working to address attendance concerns in some of our subgroups, in particular our Latino, Socioeconomically Disadvantaged, and Students With Disabilities subgroups. We believe that there is a disconnect occurring regarding the importance of regular attendance, as well as with a sense of belonging with the school community. We also believe that attendance concerns in the Latino and Socioeconomically Disadvantaged student subgroups may be exacerbated by language and cultural disconnects. Lastly, we believe that families of Students With Disabilities often feel disengaged from the greater school community.
 - We observed that students in the two SDC Autism-specific classes on campus are relatively isolated from the school community as a whole. The students enter and exit from a less-commonly used entrance, closer to the SDC classrooms.
 - We are aware of the economic challenges faced by Latino and Socioeconomically Disadvantaged families in our society in general, and how this can manifest into concerns with regards to school attendance.
- Implementation of PBIS:
 - Implementation of Tier I academic and behavior supports through the PBIS program is strong. The PBIS team actively develops programs and practices, and addresses issues in a timely manner as they arise.
 - The COST program is still in its development phase. With new staffing at the site, including a new Principal, Intervention Lead Teacher and Intervention paraprofessional over the Fall and Winter of the 2018-19 school year, Tier II interventions in both academic and behavioral support have begun to be implemented. Next steps by the COST team include establishing procedures for student COST referrals, increasing the menu of supports available, and supporting classroom teachers on implementation of both Tier I and Tier II interventions.
- Student Discipline:
 - Edison's suspension totals have been in decline over the past several years. Although this is encouraging, we at Edison still need to continue to look at addressing student behavior from a more holistic view to keep this trend of reducing suspensions.
 - There is still a need to address student behavioral concerns, in particular physical behavior of Kindergarten and 1st grade students while on the playground. Although some interventions have taken place, further steps will continue to attend to this area of need.
 - Adoption of a SocioEmotional Learning (SEL) program will support a more positive school climate, particularly in the areas of addressing student conflict, having students identify and express emotions, and promoting self-esteem and embracing diversity. The school staff has taken steps to identify and adopt an SEL program for next school year. Next steps should include development of a multi-year implementation plan, staff training and promoting the program to Edison families. Additionally, continuance of programs started this year to promote Lifelong Learning guidelines via the daily Morning Show announcements and bi-monthly Community Meeting assemblies will reinforce positive behavioral expectations.




Site Goals, Actions, and Metrics (LCAP Goal 1)

Data Driven Improvement Timeline:




- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 Site Goal A		Attendance - Chronic absenteeism will decrease overall by focusing on subgroups with significant truancy issues (Latino, Special Education). We should see a decrease in the number of students who are chronically absent within these subgroups of at least 25%, as compared to the 2018-19 school year. As a result of the increase in subgroups, we should also see an increase of at least 0.5% in the daily attendance rates, as compared to the 2018-19 school year.		
 Metric(s) to Assess Impact		<ol style="list-style-type: none"> 1. We will look at last year's chronic absenteeism rates for Latino students and Students with Disabilities for the 2019-20 school year. 2. We will look at daily attendance rates school wide for the 2019-20 school year. 		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.A1	Perfect Attendance - individual recognition: Encourage students and families to attend school regularly through recognition of students with perfect attendance each trimester (0 absences, 0 tardies)	Office Attendance/Health Clerk	All students	
1.A2	Perfect Attendance - classwide recognition: Encourage students and families to attend school regularly through recognition of classwide recognition. Each time a class has all students present, the class gets a letter in spelling out P-E-R-F-E-C-T A-T-T-E-N-D-A-N-C-E. Upon acquiring all letters, the class gets a recognition of some sort (e.g.: popcorn party)	Classroom teachers, Principal	All students	
1.A3	SART: Parents/guardians of students with chronic absenteeism to attend School Attendance Review Team	Office Attendance/Health Clerk, Principal, district	Families of students who have attendance/truancy	

	(SART) meetings, to be scheduled each month. SART meetings address absence and tardies as relating to state truancy laws, as well as offer support for families in improving attendance (Counseling, social services referrals, parenting support, etc...). Include classroom teacher in SART meetings	CWA personnel	issues.	
1.A4	Family outreach: Outreach to SWD, SED and Latino families regarding promoting regular school attendance. Offer supports, such as: <ul style="list-style-type: none"> • Community referrals • Link families with others coming to school (walking school bus) • Breakfast club - providing breakfast to encourage regular attendance. • Parent meetings to provide positive supports (PEOPLE strategy: Priority Early Outreach through Positive Linkages and Engagement, developed by www.attendanceworks.org). 	Office Attendance/Health Clerk, Principal	Families of students within these subgroups who have attendance/truancy issues.	

 Site Goal B		Behavioral Intervention - Student discipline referrals (BTF and ODR) should decrease overall by focusing on the subgroups of Kindergarten and 1st grade. We should see a reduction in BTF and ODR discipline referrals for these two grade levels of 20% by June, 2020, as compared to the 2018-19 school year.		
 Metric(s) to Assess Impact		1. We will look at Behavior Tracking Forms (BTF) and Office Discipline Referral (ODR) forms in Kindergarten and 1st grade.		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
1.B1	PBIS: Positive Behavior Intervention and Support (PBIS) program to continue with implementation, focusing on Tier II behavioral interventions.	PBIS Team	All students	
1.B2	COST: Coordinated Services Team (COST) to continue to refine weekly meeting procedures and schoolwide processes to support student intervention	COST Team	Students showing intervention needs in academics, attendance and/or behavior.	

	services for attendance, academic and behavioral support.			
1.B3	Community Meetings: Bi-monthly Community Meetings to be utilized to build upon Lifelong Learning Guidelines. To be done through student presentations on guidelines, reviewing behavioral expectations in areas needing attention, as well as recognition of students receiving Otter Card awards.	PBIS Lead, Office Manager, Principal	All students	
1.B4	Support for student recesses: <ol style="list-style-type: none"> 1. Peaceful Playgrounds: Staff to be trained annually on schoolwide playground program, Peaceful Playgrounds. Training and bi-annual review for students in school wide expectations for recess procedures, use of equipment, game rules and ways to resolve conflicts that may arise. Includes communication with parents to provide information about and to support the program from home. 2. Restructure Kindergarten recess, to consider alternate time and/or designated spaces. 	PBIS team & Principal to monitor and revise as needed. Classroom teachers, yard supervisors and volunteers to implement.	All students	

 Site Goal C		Socio-Emotional Learning - Students will utilize learned strategies in conflict resolution, identifying and expressing emotions, and will display an understanding and appreciation of the ideas of empathy, community support and celebrating diversity. We should see a reduction in ODR discipline referrals for student conflicts 20% by June, 2020, as compared to the 2018-19 school year.		
 Metric(s) to Assess Impact		<ol style="list-style-type: none"> 1. We will look at the degree of implementation of the Soul Shoppe SocioEmotional Learning Program. We should see full implementation the program by June 2020. 2. We will coordinate the various aspects of Service Learning at Edison under a unified committee or program. We should see development of a committee as well as the full structure of a program by June 2020. 		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)

1.C1	Soul Shoppe: Implementation of Soul Shoppe Socio-Emotional Learning program for the 2019-20 school year. Includes 4-7 workshop days to be presented by Soul Shoppe facilitator, up to 3 class visits by facilitator for each classroom, training for grade 3-5 students to become Peacemakers (conflict mediators), staff training and parent night.	Principal	All students	
1.C2	Service Learning: Build up on Service Learning current practices, incorporate various components into a unified program for upper grade students. Includes Go-Green Team, Jr. Coaches, Kindergarten buddies, Lunch Helpers, "Morning Show" (daily announcements) hosts, annual field trip to Alameda County Food Bank, and others as developed. Encourage more cross grade level activities: Schoolwide walkthroughs of classrooms, presentation of projects	5th grade team, Principal	3rd, 4th & 5th grade students	

Planned Improvements in Student Performance:

LCAP Goal 2 - Support students in becoming college and work ready



Identified Districtwide Goal 2 Needs

Alameda Unified is committed to the goal of preparing all students for college and work beyond their PreK-12 career. In examining current outcomes for all students and subgroups in UC a-g eligibility and other achievement indicators, there is a clear need to improve overall and targeted programs supporting increased college readiness.

- Improve student achievement on both statewide and local assessments
- Increase College and Career Readiness

A review of districtwide data clearly demonstrates the need for a focused increase of services for English Learners. Alameda Unified is currently focused on systemic change in the delivery of appropriate designated and integrated English Language Development (ELD) instruction at all grade spans.

- Improve English Learner (EL) Achievement

- 

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

18

receiving designated ELD	6th-12th	63.2%		61%		98%		100%	
--------------------------	----------	-------	--	-----	--	-----	--	------	--

School Site Analysis and Prioritized Actions (LCAP Goal 2)



Description of **CURRENT** school actions/services in support of LCAP Goal 2:

- Full implementation of Standards-Based curriculum in English-Language Arts, Math, Science, Social Studies and Physical Education:
 - Staff Professional Development - Staff participated in school, district and/or outside training/workshops over the course of the year, in support of current practices. Topics included: Writing assessment calibration, Math Literacy, ELD implementation,
 - Coaching - Several teachers took advantage of coaching opportunities to enhance the educational outcome for students, as supported by district coaches.

- Assessments - Teachers administer State and District assessments plus additional assessments identified by our site to monitor student progress:

- CAASPP
- STAR Reading and Math Assessments
- District Writing and Math Benchmark assessments
- EGSi (Kindergarten)
- Interim Assessment Blocks (IABs)
- Fountas and Pinnell Reading Assessments (for students reading below grade level).

Teachers attend staff meetings, collaboration time and professional development opportunities when staff access and use data to inform, differentiate and adjust the instructional and intervention programs. This includes placing students in ELD groups, Reading and/or Math intervention groups, and setting grade level, classroom & individual student goals. Minimum days at the beginning of the school year, as well as sub release days to be used to provide additional time for administering student assessments.

- Maintain and enhance Tier I academic interventions:
 - Classroom intervention (CCC intervention curriculum, SIPPS), implemented by classroom teachers and supported by Intervention Lead & paraprofessionals.
 - Provide English Learners (ELs) with consistent and appropriate Designated and Integrated English Language Development (ELD) instruction.
 - Provide Students with Disabilities with Least Restrictive Environment and implementation of accommodations as articulated in Individualized Educational Plans.
- Implement Tier II interventions through establishment of COST process: COST meetings held weekly, started in November, 2018, works with teacher COST referrals to identify students in need of academic support, and services to provide:
 - Small group Reading Intervention, supported by Intervention Lead and paraprofessional (push-in & pull-out), begun in February, 2019. Students work with classroom teacher or intervention para in small group instructional groups to supplement reading instructional time. Sessions last for 6-8 week, with pre- and post- assessments to determine impact on student progress.

- Handwriting group for students with fine motor skills support needs. Group meets 1x/week, 45 minutes a session, for 8 weeks.
- In March, 2019, staff began process to identify students in need of Math Intervention support. COST team will determine available resources in developing Math intervention services, research and identify possible programs to use. Note: With limited time remaining in the school year, Math intervention may only take place for one session (6-8 weeks).

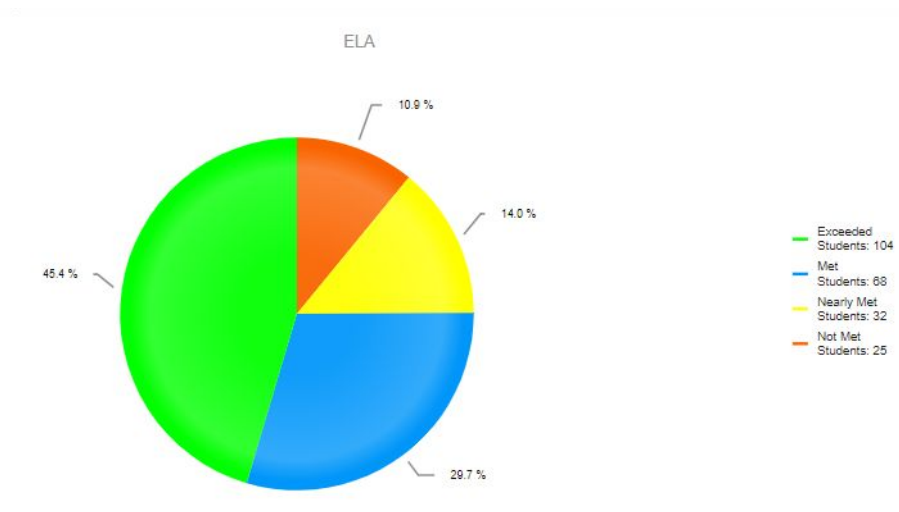


Data Analysis:

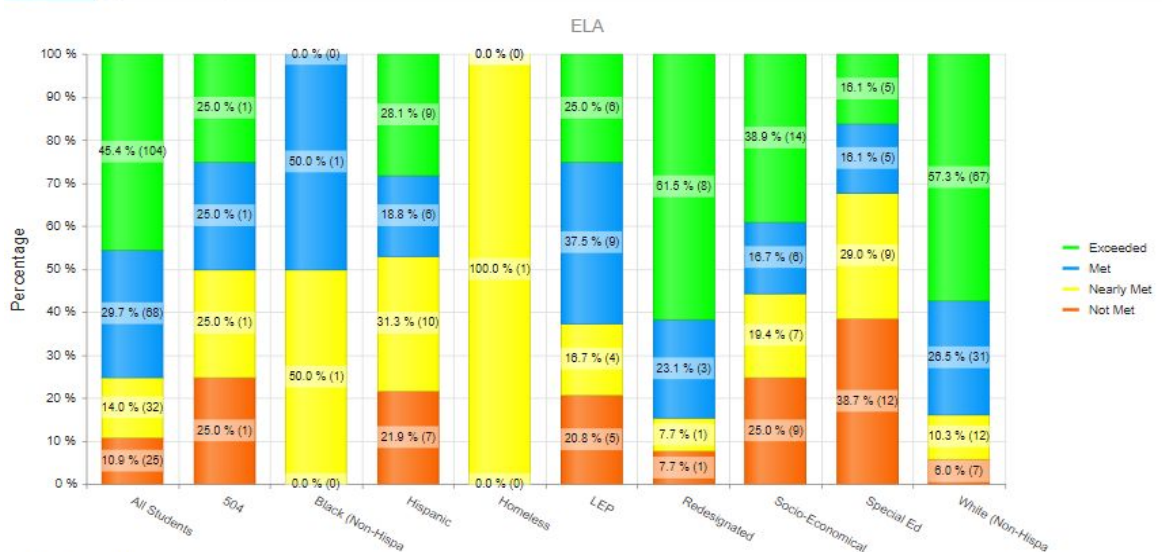
- **Assessment data:**

- CAASPP Reading - In 2017-18, the percentage of students Meeting or Exceeding standards in Reading at Edison School was 75.1%. This was a increase of 7.3% from 2016-17 (67.8%). Notable was that 4 numerically significant subgroups (Hispanic, Socioeconomically Disadvantaged, LEP and Students with Disabilities) had at least 37% of students in each subgroup not meeting proficiency levels. The Socioeconomically Disadvantaged subgroup became a numerically significant subgroup compared to the previous year; in 2016-17 it was made up of 1 student, but that number rose to 37 students in 2017-18 (per AERIES data).

CAASPP Reading Assessments, Spring 2018
schoolwide



CAASPP Reading Assessments, Spring 2018 by subgroups



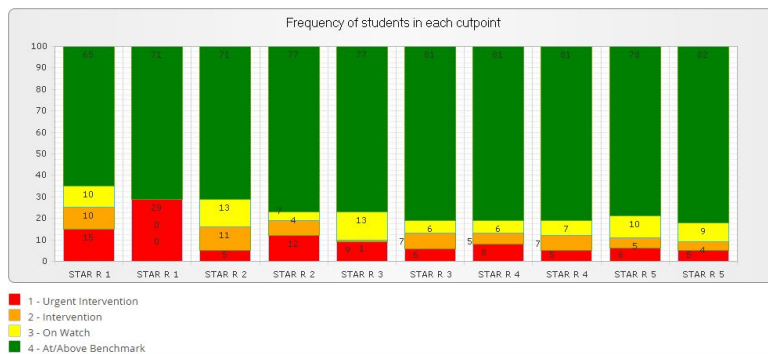
- **STAR Reading** - From Fall 2018-19 to Winter 2018-19, student scaled scores for STAR Reading at Edison went up an average of 52.7 points. This was lower than the district growth average of 69.2. One reason may be that Edison scores were higher than district scores in all grade levels except 1st grade. Notable is that 1st grade had the highest number of students at the Urgent Intervention level, increasing from 15 students in the fall to 29 students in the winter.

STAR Reading - Fall 2018 to Winter 2019 schoolwide

Test	Number Possible	Student Group Avg	District Avg
STAR Reading Grade 1 - Fall 2018-19 - SS	1400	142.7	154.3
STAR Reading Grade 1 - Winter 2018-19 - SS	1400	161.1	215.6
STAR Reading Grade 2 - Fall 2018-19 - SS	1400	308.7	270.9
STAR Reading Grade 2 - Winter 2018-19 - SS	1400	381.5	349.9
STAR Reading Grade 3 - Fall 2018-19 - SS	1400	485.6	414
STAR Reading Grade 3 - Winter 2018-19 - SS	1400	557.2	484.5
STAR Reading Grade 4 - Fall 2018-19 - SS	1400	588.2	546
STAR Reading Grade 4 - Winter 2018-19 - SS	1400	630.5	614.4
STAR Reading Grade 5 - Fall 2018-19 - SS	1400	697.5	625.3
STAR Reading Grade 5 - Winter 2018-19 - SS	1400	758.5	692

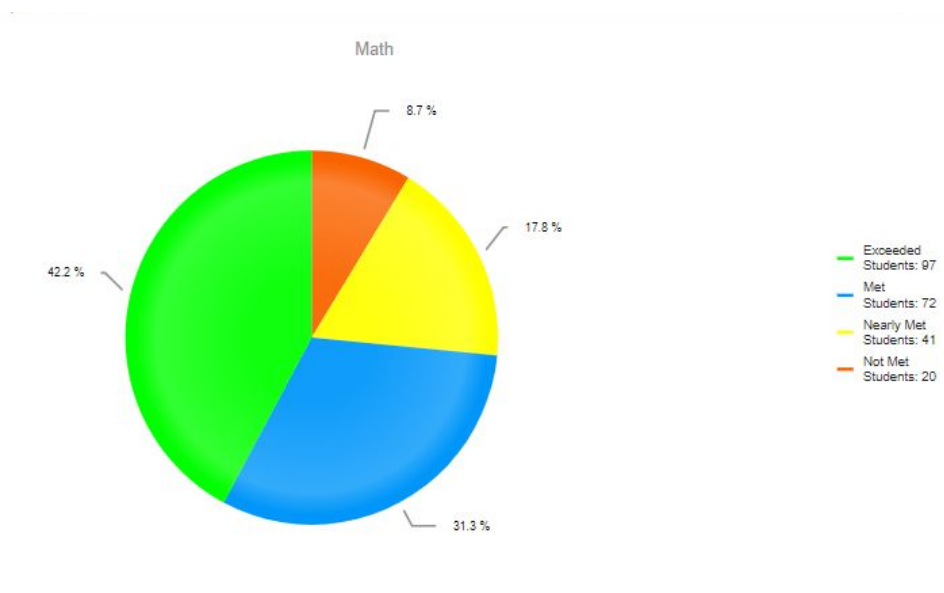


Test	Number Possible	Student Group Avg
STAR Reading Grade 1 - Fall 2018-19 - SS	1400	142.7
STAR Reading Grade 1 - Winter 2018-19 - SS	1400	161.1
STAR Reading Grade 2 - Fall 2018-19 - SS	1400	308.7
STAR Reading Grade 2 - Winter 2018-19 - SS	1400	381.5
STAR Reading Grade 3 - Fall 2018-19 - SS	1400	485.6
STAR Reading Grade 3 - Winter 2018-19 - SS	1400	559.2
STAR Reading Grade 4 - Fall 2018-19 - SS	1400	593
STAR Reading Grade 4 - Winter 2018-19 - SS	1400	630.5
STAR Reading Grade 5 - Fall 2018-19 - SS	1400	694.9
STAR Reading Grade 5 - Winter 2018-19 - SS	1400	755.9

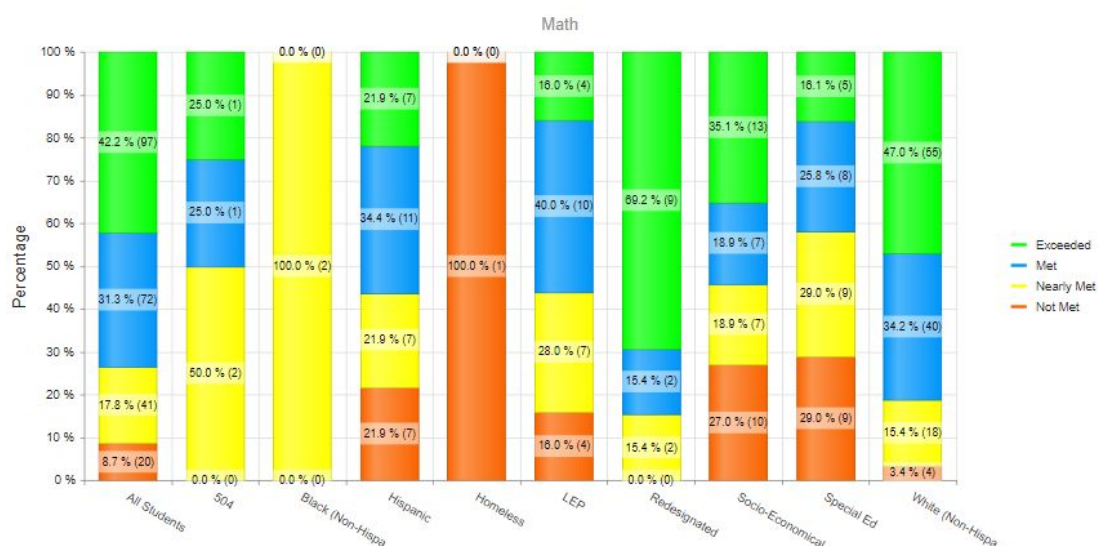


- **CAASPP Math** - In 2017-18, the percentage of students Meeting or Exceeding standards in Math at Edison School was 73.5%. This was a increase of 2.5% from 2016-17 (71.0%). Notable was that 4 numerically significant subgroups (Hispanic, Socioeconomically Disadvantaged, LEP and Students with Disabilities) had at least 43% of students in each subgroup not meeting proficiency levels. The Socioeconomically Disadvantaged subgroup became a numerically significant subgroup compared to the previous year; in 2016-17 it was made up of 1 student, but that number rose to 37 students in 2017-18 (per AERIES data).

Schoolwide



CAASPP Math Assessments, Spring 2018 by subgroups



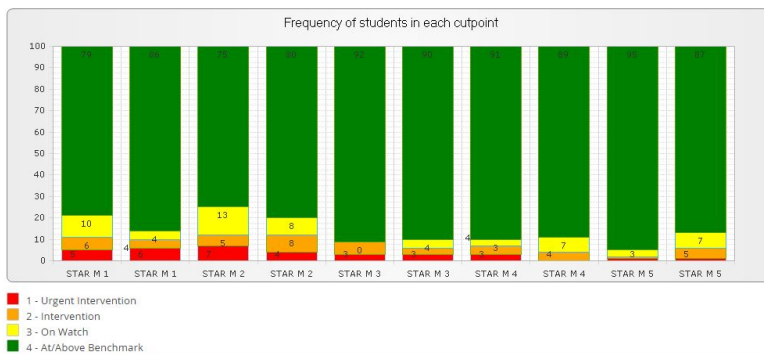
- STAR Math - From Fall 2018-19 to Winter 2018-19, student scaled scores for STAR Reading at Edison went up an average of 46.5 points. This was lower than the district growth average of 55.3. One reason may be that Edison scores were higher than district average scores in all grade levels. Notable is that 1st grade had the largest scaled score growth from fall to winter (76.8 points), surpassing the district growth average (74.3 points). Also notable was that the number of students at/above benchmark dropped from Fall to Winter for each grade level in grades 3-5.

STAR Math - Fall 2018 to Winter 2019 schoolwide

Test	Number Possible	Student Group Avg	District Avg
STAR Math Grade 1 - Fall 2018-19 - SS	1400	315.6	297.4
STAR Math Grade 1 - Winter 2018-19 - SS	1400	392.4	371.7
STAR Math Grade 2 - Fall 2018-19 - SS	1400	459.6	439.4
STAR Math Grade 2 - Winter 2018-19 - SS	1400	516.7	504.9
STAR Math Grade 3 - Fall 2018-19 - SS	1400	585.8	540.9
STAR Math Grade 3 - Winter 2018-19 - SS	1400	614.6	589.8
STAR Math Grade 4 - Fall 2018-19 - SS	1400	647.3	621.6
STAR Math Grade 4 - Winter 2018-19 - SS	1400	690.2	670.4
STAR Math Grade 5 - Fall 2018-19 - SS	1400	724.7	695
STAR Math Grade 5 - Winter 2018-19 - SS	1400	751.8	733.8



Test	Number Possible	Student Group Avg
STAR Math Grade 1 - Fall 2018-19 - SS	1400	315.6
STAR Math Grade 1 - Winter 2018-19 - SS	1400	392.4
STAR Math Grade 2 - Fall 2018-19 - SS	1400	459.6
STAR Math Grade 2 - Winter 2018-19 - SS	1400	516.7
STAR Math Grade 3 - Fall 2018-19 - SS	1400	585.8
STAR Math Grade 3 - Winter 2018-19 - SS	1400	614.6
STAR Math Grade 4 - Fall 2018-19 - SS	1400	647.3
STAR Math Grade 4 - Winter 2018-19 - SS	1400	690.2
STAR Math Grade 5 - Fall 2018-19 - SS	1400	724.7
STAR Math Grade 5 - Winter 2018-19 - SS	1400	751.8



Needs Analysis:

Continued implementation and revision of the schoolwide Reading Intervention program, implemented in February 2019.

- Reading Intervention for current 1st grade students: 2018-19 1st grade students had the highest number of students at the Urgent Intervention level, increasing from 15 students in the fall to 29 students in the winter.
- Develop protocols for the use of assessments to identify students needing intervention. Currently, assessments are done per a calendar, regardless of student intervention need. Progress monitoring

assessments for students receiving intervention services should occur more frequently (6-8 weeks) in order to determine student growth as well as intervention program effectiveness.

- Development of a Master Calendar to better align scheduling of intervention services.

Math intervention support schoolwide, with particular focus in grades 3-5:

- Develop protocols for the use of assessments to identify students needing intervention. Currently, assessments are done per a calendar, regardless of student intervention need. Progress monitoring assessments for students receiving intervention services should occur more frequently (6-8 weeks) in order to determine student growth as well as intervention program effectiveness.
- Develop process and possible schedule for delivering math intervention services schoolwide.
- Identify intervention programs: Use student assessment data to determine where student progress gaps are most prevalent, and identify programs that serve those assessed needs.


Data Analysis - Staff will develop a school wide data analysis system with protocols, procedures and accountability that supports teachers in the use of data to inform planning and instruction:



- Training of staff in use of data protocols, procedures, and accountability as we review disaggregated site and district data (STAR, Illuminate, Fountas and Pinnell Benchmark Assessment - Running Records (K-5), School Assessments,) so teachers are able to upload and access student/class reports.
- Creation of site assessment/grade level data collaboration calendar for the year
- Create structures for building effective Professional Learning Community (PLC) meetings that are focused on student achievement goals and evidence of student learning.
- After 6-8 weeks of instruction, teachers will monitor progress and analyze student performance of low intensive student groups.

Site Goals, Actions, and Metrics (LCAP Goal 2)




Data Driven Improvement Timeline:



- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year


 <p>Site Goal A</p>	<p>Instructional Practices - By the end of the 2019-2020 school year, staff will have Identified and implemented 3-5 high-leverage instructional practices schoolwide that support Standards-based instruction as well as Tier I academic intervention within all classrooms:</p> <ul style="list-style-type: none"> • By December 2019, staff will identify 3-5 high-leverage schoolwide instructional practices to implement schoolwide, as measured through the use of walkthrough data and teacher self-assessments
---	--

		<ul style="list-style-type: none"> • By June 2020, 75% of staff will have implemented 3 of the 5 identified schoolwide practices, as measured through the use of walkthrough data and teacher self-assessments • Staff to be surveyed at beginning of school year and at end of school year to identify areas of growth. Survey results should indicate that at least 70% of teachers found the process relevant in improving their instructional practices. 		
 Metric(s) to Assess Impact		<ol style="list-style-type: none"> 1. Classroom walkthroughs 2. Self assessment/survey of professional growth 		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.A1	Staff Professional Development: To support the professional development of staff, there will be opportunities for in school and in district and/or outside training to support data analysis, differentiated instruction, instructional strategies for effective teaching of Literacy, EL Achieve (or other EL curriculum), Math, equity, use of technology, and Intervention programs. Teachers who attend workshops may be asked to share what they have learned with our staff at staff meetings or collaboration/professional development days. Topics may include: <ul style="list-style-type: none"> • F & P Assessment system • ELD instruction • SIPPS • LLI (Fountas and Pinnell intervention program) 	Principal, Instructional Leadership Team	Students receiving academic intervention services (Tier I, II, III), EL students	
2.A2	Classroom peer observations: To provide opportunities to share practices and provide feedback to peers on instructional practices. This would include identifying best practices (staff polling, book study, or some other means), teacher release time to plan, conduct classroom peer observations, meet with colleagues to debrief and reflect on observations.	Principal, Classroom Teachers	All students	
2.A3	Coaching: Teachers will be encouraged to take advantage of literacy, ELA/ELD, equity and math coaching to enhance the educational outcome for students. Includes release	Classroom Teachers	All students	

	for teachers to debrief, attend classroom visits or training/workshops sessions off site. Topics may include: <ul style="list-style-type: none"> • F & P Assessment system • ELD instruction • SIPPS • LLI (Fountas and Pinnell intervention program) 			
--	---	--	--	--

 Site Goal B		Assessment Data - Use of assessment data to drive instruction - Staff will regularly (at least once a month) use assessment data to inform instructional practices.		
 Metric(s) to Assess Impact		Staff meeting and collaboration time agendas and minutes		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.B1	Assessment Data Training: Training for staff at utilizing data from Star Renaissance in guiding instructional practices	Classroom Teachers, Principal	All students	
2.B2	Assessments: Use of frequent, supplemental assessment for students receiving intervention services, in order to progress monitor effectiveness of intervention program.	Classroom Teachers, Principal	Students receiving academic intervention services (Tier I, II, III)	

 Site Goal C		Tier II Academic Intervention - Progress monitoring of students served in Tier II intervention programs should show growth of more than one grade level equivalence from Spring 2019 to Spring 2020.		
 Metric(s) to Assess Impact		Student data for students participating in Tier II intervention: <ul style="list-style-type: none"> • STAR Reading and Math assessments • Fountas and Pinnell Reading Assessment • CAASPP Reading and Math (grades 3-5 only) 		

#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
2.C1	Implementation of the Reading Intervention program schoolwide, with a particular focus on Grade 1 support. Includes funding of Intervention Paraprofessional.	Intervention Lead, Intervention Paraprofessional, Classroom Teachers, Principal	Students receiving academic intervention services (Tier I, II, III)	
2.C2	Implementation of the Math Intervention program schoolwide, with a particular focus on support for Grades 3-5. <ul style="list-style-type: none"> Identify options for after-school tutoring (paid staff, HS student volunteers, etc...) 	Intervention Lead, Intervention Paraprofessional, Classroom Teachers, Principal	Students receiving academic intervention services (Tier I, II, III)	

Planned Improvements in Student Performance:

LCAP Goal 3 - Support parent/guardian development as knowledgeable partners and effective advocates for student success

Identified Districtwide Goal 3 Needs

AUSD is committed to engaging the parent/guardian community in partnership to improve outcomes for all students.

- Improve efforts to seek input from parents/guardians to support informed district/school targeted supports
- Improve parent/guardian participation in school, especially in the area of increasing access to college and career readiness resources
- Improve early educational opportunities for parents/guardians in which they develop strategies/skills for supporting their student(s) and serving as leaders in the school/district community.



District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

AUSD uses the WestEd [California School Parents Survey \(CSPS\)](#) to measure LCAP goal 3

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of respondents that strongly agree or agree that school actively seeks input of P/Gs before making important decisions	62%	78%	62%	69%	70%	75%	75%	80%
% of respondents that strongly agree or agree that P/Gs feel welcome to participate at their school	78%	95%	84%	94%	85%	95%	89%	97%
% of respondents reporting that they have attended one or more school or class event at school	90%	94%	94%	88%	95%	95%	96%	97%

School Site Analysis and Prioritized Actions (LCAP Goal 3)



Description of CURRENT school actions/services in support of LCAP Goal 3:

Edison School works consistently to maintain a strong home-school connection as well as engaging parents in the school community.

A variety of methods are used by the school in communicating with families, including a weekly newsletter (Edison Express), use of the BlackBoard Connect parent notification system, regular updates to the school website, and announcements for students and families through the Morning Show (daily morning announcements) and Community Meetings (schoolwide meeting, twice monthly). Additionally, parent input and dialogue with the school is encouraged through formal committee membership in the School Site Council or the English Language Advisory Council, as well as informal participation at monthly Principal Coffees, parent surveys, and through phone calls, emails, letters or other individualized communications as needed.

Teachers have several formal, calendared communication opportunities with parents each year at Back to School Night each Fall, Parent/Teacher conferences (Fall and Winter report cards), and Open House in the Spring. More informal, Individualized communication occurs regularly through phone calls, emails, or notes home, as well as at drop off and pick up as needed. Student Study Teams, Individual Education Plan and 504 plan meetings are held as needed regarding individual student support needs.

Parents and guardians are also encouraged and invited to participate in volunteer opportunities, including as classroom volunteers, supporting the Edison Lunch Buddies lunch supervision program, acting as chaperones

on school field trips, being Garden volunteers or Art Docents, or helping support the Kindergarten Motor Fitness classes.



Data Analysis:

Parent/Teacher Conferences: Parent attendance at Fall 2018 P/T conferences: 444/455 (97.58%). This is an increase of over 15% as compared to the Fall 2017 totals (82%), per the 2018-19 SPSA.

Use of Blackboard Connect: 117 announcements, 254 individual attendance contacts made. Overall, 13,050 total automated phone calls made.

Attendance at site council meetings:

- School Site Council (SSC) - SSC had 8-10 parents expressing interest in being a parent representative at the initial (October) meeting. 6 parents ran for 5 positions, of which 5 were elected through a ballot sent out to Edison families. The first official meeting with officers was held in November 2018. Attendance at SSC meetings over the course of this year has been consistently active, with 7-10 attendees at each meeting since established.
- English Language Advisory Council (ELAC) - ELAC meetings over the course of the 2018-19 school year has been at or near 0 parents attending this year. Meetings were held on October, December and February, with 2 more scheduled for April and May. One parent attended the October meeting, but did not stay. One parent attended the February meeting. No parents attended the December meeting.

Principal Coffees: Principal Coffees have been held monthly, starting in January, 2019. The Coffees provide an opportunity for parents/guardians to meet with other families, as well as with the principal. Presentations occur at each session, as well as an opportunity for attendees to ask questions of the principal in a Q & A format. Although a sign-in sheet is not used, attendance has ranged from 18 to over 30 attendees over the first three months the Coffees have been occurring.

School Smarts: The School Smarts program was instituted this year again, although it was not held on the Edison campus. Compared to last year, participation in School Smarts dropped in the 2018-19 school year, as 8 families participated (compared to 18 in the 2017-18 school year).

Volunteers: Areas in which volunteers typically has an impact are in classroom volunteers, lunch supervision ("Lunch Buddies" program), field trip chaperones, art docents, Kindergarten Movement classes, and in roles associated with the Edison PTA. Per staff observation, the frequency of parent volunteers at Edison School is reported to have decreased somewhat over the past several years. This in particular has been impactful with the Lunch Buddies program, the Kindergarten Movement classes, and generally with classroom volunteers.

Site Usage for EDISON ELEMENTARY

1 Aug 2018 - 8 Mar 2019

 Outreach  Emergency  Survey  Attendance

Usage by Message Type

					Total Sent	Phones Called
EDISON ELEMENTARY	117	0	0	254	371	13,050
Totals	117	0	0	254	371	13,050



Needs Analysis:

Increase participation and engagement in site councils:

- Having parents of EL students attend ELAC meetings has been a challenge this year as well as last year. Increasing the number of participants attending this council will help promote and provide advocacy opportunities for families.
- SSC members expressed a lack of genuine involvement development of the school plan. Two main reasons were attributed for this: 1) The limited time that monthly SSC meetings provide in engaging in meaningful analysis of data, identifying needs and developing action plans, including 2) challenges in educating parents on relevant information needed to make informed decisions regarding elements of the plan.

Grow the number of participants in school volunteer roles:

- Increasing the number of volunteers that participate in opportunities at the school helps supplement school staffing in delivery of instruction, student supervision and enrichment activities.
- An increase in volunteering by parents, guardians and families helps promote a stronger sense of investment into the school community.




Engage families of students from underrepresented populations:

- Greater need to engage particular subgroups: Students with Disabilities, Socioeconomically Disadvantaged, EL students
- Promote School Smarts parent program as an option for increasing family engagement and knowledge about in school and district processes.




Site Goals, Actions, and Metrics (LCAP Goal 3)

Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

 Site Goal A		Parent Engagement - Parent engagement in school councils, events and volunteer opportunities will increase overall by focusing on subgroups (families of EL students, families of Special Education students), and general volunteer participation rates. <ul style="list-style-type: none"> • We should see an increase of ELAC participation enough to have at least 7 families of students in the EL program (15% of EL population) represented, an increase of participation at school events from at least 9 families of students in Special Education (15% of Special Education population) represented. • We should see an increase in the total number of schoolwide volunteers from April 2019 to April 2020 of at least 10%. 		
 Metric(s) to Assess Impact		<ol style="list-style-type: none"> 1. English Language Advisory Council (ELAC) meeting sign-in sheets 2. Volunteer sign in sheets from office 3. Sign-in sheets from events, including fields to identify which participants are from students in Special Education classes (student name, classroom of child) 		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.A1	ELAC Participation: Research and implement strategies for improving family participation in ELAC - personal outreach to parents/guardians, clarifying purpose of council and role of members in informing SPSA, consider alternate days/times, childcare/meal offered.	Principal	EL students	
3.A2	Engaging families of Special Education students: Meetings with parents to promote home-school connections, ask about family needs, and how school can be supportive in	Principal, Special Education Teachers/Case Managers	Special Education Students	

	promoting greater engagement with the school			
3.A3	Volunteering: Revise methods of advertising need for volunteers. Survey parents regarding volunteer opportunities, how to make them more appealing. Progress monitor in October and January, and revise actions as needed. Volunteer program: <ul style="list-style-type: none"> Kickoff campaign, class competition Options for volunteering Recommended served hours Teacher outreach to parents, via Room Parent Recognition at end of year Sign ups at BTSN 	Principal, Office staff	All students	

 Site Goal B		Parent & Community Input - Parent input in school programs and processes will improve by: <ul style="list-style-type: none"> Eliciting the input of underrepresented subgroups (families of EL students, families of Special Education students, families of Socioeconomically Disadvantaged students), participation of these groups in community input events will increase by 20% of their respective populations. SSC members having had a greater role in providing input into the SPSA through their participation in SSC, where 80% or more of parent members express satisfaction with their level of input to the SPSA plan. 		
 Metric(s) to Assess Impact		<ol style="list-style-type: none"> Parent surveys, to include fields to identify which participants are from students in underrepresented subgroups. Principal Coffee Sign-in Sheets, to include fields to identify which participants are from students in underrepresented subgroups. School Site Council (SSC) meeting minutes, end of year survey. 		
#	 Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
3.B1	Parent Surveys: Survey families regarding school engagement and issues relevant to their child's schooling. Use of surveys to identify best time for parent participation in school events (SSC, ELAC, Principal Coffees, etc...)	Principal, Office staff	All students	

3.B2	Principal Coffees: Map out calendar of topics for Principal Coffees, outreach to underrepresented groups (Special Education, Latino, Socioeconomically Disadvantaged), families.	Principal, PTA representatives	All students	
3.B3	Function of School Site Council (SSC): To greater engage members of SSC in the development of the SPSA, SSC will clarify role and process for parent SSC representatives in providing input into the Single Plan for Student Achievement (SPSA)	Principal, SSC Chairperson	All students	
3.B4	Promotion of School Smarts program: Greater promotion of the School Smarts parent program, through advertisement via school communication systems as well as individual outreach to parents by staff. Utilize district support for outreach (Student Services - FICE coordinator).	Principal, Office staff	All students	

Planned Improvements in Student Performance:

LCAP Goal 4 - Ensure that all students have access to basic services

Identified Districtwide Goal 4 Needs

A review of Alameda's data in the areas of basic services indicates that, broadly, AUSD is providing students with quality teaching staff, adequate materials, and a safe learning environment. However, it is AUSD's goal to continuously improve the conditions for learning beyond the minimum standard and the district will continue to strive toward maximizing the quality of basic services.

- Maintenance of a highly qualified teaching staff. As specified through the recent differentiated assistance process, the recruitment and retention of qualified Special Education teachers is a particular need.
- Provision of adequate instructional materials
- Maintenance of a safe learning environment



District and Site Annual Outcomes

For full districtwide metrics, including subgroup targets, see [AUSD LCAP](#).

Annual Outcome	2016-17		2017-18		2018-19 Target		2019-20 Target	
	District	Site	District	Site	District	Site	District	Site
% of Teachers fully credentialed and highly qualified	95%	91.3%	97.9%	96.1%	98%	100%	99%	100%
% of Teachers qualified to teach English Learners	98.8%	100%	98.8%	100%	100%	100%	100%	100%
% of Teachers appropriately assigned	99%	100%	99%	96.1%	100%	100%	100%	100%
# of substantiated Instructional Materials Williams complaints per year	0	0	0	0	0	0	0	0
% of School sites scoring at least 'good' using Facilities Inspection Tool (FIT)	100%		100%		100%		100%	

School Site Analysis and Prioritized Actions (LCAP Goal 4)

Description of CURRENT school actions/services in support of LCAP Goal 4:

Edison School will continue to provide students with quality teaching staff, sufficient and adequate materials, and a safe learning environment through:

- Continuing to refine and sustain general and Intervention school-wide instructional practices.
- Maintaining a staff of teachers and classified staff that understand and share the vision and mission of the school and district.
- Leveraging all resources, including general funds, LCFF, and PTA funding so that all students have access to an engaging and safe learning environment.

Data Analysis:

Quality teaching staff, adequate materials, and a safe learning environment by is monitored using:

- PBIS data:
 - Otter Cards
 - Behavior Tracking Forms and Office Discipline Referral forms

- Tiered Fidelity Inventory (TFI)
- Self Assessment Surveys (SAS)
- Maintenance and Facilities walkthroughs and check ins
- Percentage of highly qualified teachers in classrooms



Needs Analysis:

- Maintenance of a highly qualified teaching staff. As specified through the recent differentiated assistance process, the recruitment and retention of qualified Special Education teachers is a particular need.
- Continued provision of adequate instructional materials
- Continued maintenance of a safe learning environment

Site Goals, Actions, and Metrics (LCAP Goal 4)

Data Driven Improvement Timeline:

- August Implementation
- October Assess & Adjust with Leadership groups including SSC
- January Assess & Adjust with Leadership groups including SSC
- April Assess & Adjust SPSA for following year

Site Goal A		To align fiscal resources to support equitable outcomes for all students, site administrative funds will be utilized in a manner that support this function 100% of the time.		
Metric(s) to Assess Impact		Benchmark and progress monitoring data, office referral data, COST referrals, William's audits, and TFI scores.		
#	Actions to Achieve Goal	Person(s) Responsible	Target Student Group(s)	Modifications from Timeline Above (If Applicable)
4.A1	Supporting a positive and safe schoolwide learning environment	Principal, office staff	All	

Summary of Expenditures to Achieve Site-Specific Goals

Site Budget Allocations		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/ Innovative		
		\$29,188	\$17,425					
Action Number(s)	Target Student Group(s)	Expenditure Amount						Expenditure Type
		LCFF Base	LCFF Supp (Per Pupil)	LCFF Supp (Other)	Title 1	Magnet/ Innovative	PTA/ Donation	
1.A1, 1.A2 (perf att)	All students	\$ 200.00						Materials, incentives
1.A3 (SART)	Families of students who have attendance/ truancy issues.							
1.A4 (Family outreach)	Families of students within these subgroups who have attendance/ truancy issues.	\$ 500.00						Materials, incentives
1.B1 (PBIS)	All students	\$ 500.00						Materials, incentives
1.B2 (COST)	Students showing academic or behavioral intervention needs	\$ 1,000.00						Substitute teachers for teacher release time to attend student support meetings @ \$120/day
1.B3 (Comm. Meetings)	All students	\$ 100.00						Materials, incentives
1.B4 (recess)	All students	\$ 1,000.00						Playground Equip.
1.C1 (Soul Shoppe)	All students						\$ 15,900.00	Consultants
1.C2 (Service Learning)	3rd, 4th & 5th grade students							
2.A1 (Staff PD)	Students receiving academic intervention services (Tier I, II, III), EL students							

2.A2 (walkthroughs)	All students	\$ 1,200.00					10 days of substitute teachers for teacher release time @ \$120/day
2.A3 (Coaching)	All students	\$ 1,200.00					10 days of substitute teachers for teacher release time @ \$120/day
2.B1 (data training)	All students						
2.B2 (assessments)	Students receiving academic intervention services (Tier I, II, III), EL students						
2.C1 (Rdg Int)	Students receiving academic intervention services (Tier I, II, III)	\$ 10,042.00	\$ 17,425.00				Paraprofessional Salary & Benefits (\$7042 from LCFF Base), Supplemental Intervention Curriculum (\$3000 from LCFF Base)
2.C2 (Math Int)	Students receiving acad. intervention services (Tier I, II, III)	\$ 3,000.00					Supplemental Intervention Curriculum
3.A1 (ELAC)	EL students	\$ 200.00					Materials, refreshments
3.A2 (engage SpEd Families)	Special Ed students						
3.A3 (volunteering)	All students	\$ 300.00					Recog. materials, refreshments
3.B1 (Parent Surveys)	All students						
3.B2 (Principal Coffees)	All students					\$ 500.00	Refreshments
3.B3 (SSC Function)	All students						
3.B4 (Promote SchoolSmarts)	All students						
4.A1	All Students	\$ 9,946.00					General Office Operations (duplication, supplies, postage, general administration)
	TOTALS	\$ 29,188.00	\$ 17,425.00			\$ 16,400.00	

Categorical Funding Summary

Categorical and Supplemental Program Funding Included in this Plan

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

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

School Site Council (SSC) Membership

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the school through the Consolidated Application, by the school site council. The current make-up of the council is as follows:

Names of Members	Gender	Race/ Ethnicity	Primary Language	ROLE*
Dana Cilono	F	White	English	Parent Representative (Chairperson)
Emily Grunt	F	White	English	Parent Representative (Vice-Chairperson)
Jason Langkammerer	M	White	English	Parent Representative (Secretary)
Michael Berke	M	White	English	Parent Representative (Parliamentarian)
Amanda Thompson	F	White	English	Parent Representative
Greg Sahakian	M	White	English	Principal
Michelle Dunn-Ruiz	F	White	English	Classroom Teacher
Kristin Carpenter	F	Asian	English	Classroom Teacher
Linda Valler	F	White	English	Classroom Teacher
Tara Shelton	F	African American	English	Paraprofessional

Name of Members	Principal	Classroom Teacher	Other School Staff	Parent or Community Member
Dana Cilono	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Emily Grunt	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Jason Langkammerer	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Michael Berke	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Amanda Thompson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Greg Sahakian	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Michelle Dunn-Ruiz	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Kristin Carpenter	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Linda Valler	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Tara Shelton	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Numbers of members in each category	1	3	1	5

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

CALIFORNIA EDUCATION CODE Section 52012

A School Site Council shall be established at each school that participates in the school improvement program authorized by this chapter. The council shall be composed of the principal and representatives: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school.

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

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

Site Validation Questions

1. Does the SSC composition meet the California Education Code (EC 52852)? If not, what is needed?

Yes

2. Does the race/ethnic/primary language composition of the SSC reflect your school population?

Yes

3. If not, how are you addressing the need to ensure that the SSC includes the voices from all stakeholder populations?

SSC meetings are regularly scheduled and advertised. Announcements and agenda postings are made in advance of each meeting. Parent representatives are posted on the school website. Meetings are open to all community members. Outreach to parents in an effort to establish an ELAC has and will continue, until an ELAC is established.

4. If your school is required to have an English Learner Advisory Committee (ELAC), how was input received from the ELAC in the development of the School Site plan?

Establishment of an ELAC has been challenging due to no parent participation, despite repeated and targeted outreach efforts at each scheduled ELAC meeting over the course of the current school year.

RECOMMENDATIONS AND ASSURANCES

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

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

(Check those that apply):

☐ School Advisory Committee for State Compensatory Education Programs

☒ English Learner Advisory Committee

☐ Community Advisory Committee for Special Education Programs

☐ Other **(list)**

4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This school plan is based upon a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.
6. This school plan was adopted by the school site council on: .

Attested:

Greg Sahakian

Typed name of school principal



Signature of school principal

4/16/19

Date

Dana Cilon

Typed name of SSC Chairperson



Signature of school principal

4/16/19

Date

APPENDIX A: Special Education Addendum

Question:

Are special education staff members providing support to general education students at your school site?

If so, please provide a description of the ways in which support/services are provided:

APPENDIX B: Title 1 Schoolwide Program Plan

Guidance for completing the Title 1 Schoolwide Program Plan can be found at:

<http://www.cde.ca.gov/sp/sw/rt/> and <http://www2.ed.gov/policy/elsec/guid/designingswpguid.doc>

Sites can reference elements of the SPSA above in addressing each of the components below.

COMPONENT 1: THE COMPREHENSIVE NEEDS ASSESSMENT

COMPONENT 2: SCHOOLWIDE REFORM STRATEGIES

COMPONENT 3: INSTRUCTION BY HIGHLY QUALIFIED TEACHERS

COMPONENT 4: PROFESSIONAL DEVELOPMENT

COMPONENT 5: ATTRACTING HIGH-QUALITY TEACHERS

COMPONENT 6: PARENT INVOLVEMENT

COMPONENT 7: TRANSITIONS

COMPONENT 8: TEACHER DECISION-MAKING

COMPONENT 9: SAFETY NET

COMPONENT 10: COORDINATION AND INTEGRATION

APPENDIX C: Innovative Program Review of Progress - Guiding Questions

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

Setting the Stage

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

Leading for High Performance

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

Theory of Action

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

Improving our Teaching Practices

1. Describe, summarize, and analyze the identified data related to student academic achievement.
 - Comment on the allocation and usage of resources based on data analysis.
2. How do teachers use data findings to modify teaching practices to improve learning outcomes?
 - What effective strategies are used to evaluate student learning and engagement?
3. To what extent is the staff involved in PD that relates to the SMARTe goals and deepens a teacher's skill set?
4. How are teachers provided feedback on instructional practices to improve instruction?
5. How is the program's theme integrated into your teacher practices and learning outcomes?

Findings and The Road Ahead

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