

**SINGLE PLAN FOR STUDENT
ACHIEVEMENT (SPSA)
2017-18**

Edison Elementary School

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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.

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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 Elementary is a place where safety and learning are the highest priorities. We are a community of learners committed to ensuring that every child learns at high levels and that each member of our community works to reach their fullest potential. Student achievement is at the center of our work. Our vision is aimed at helping our students grow and flourish in an environment that is based in safety and inclusion. We practice the three 'R's of learning: Rigor, Relevance, and Relationships.

Edison is the beacon of hope for a supportive and caring community. Our stakeholders and neighbors hold us in high regard. There is 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 rich spirit and "can do" attitude permeate all of the work that is going on daily. Our school is rich in diversity featuring families of a variety of ethnicities and cultures. While some groups have greater numbers, our focus is 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. We are developing leaders and learners who will change the world and make it a richer and better place for all to thrive.

Our goals require strong leadership. We are motivated by an inertia that is caused by each of us committed to learning in a changing world. We focus on technology, innovation, project-based learning, and a strong emphasis on reading. We utilize teamwork to deliver a rich and rigorous curriculum. We focus on meeting the needs of our students knowing that they bring different learning styles and modalities to work. We thrive on the motivation that comes from a laser-like focus on taking each person toward their potential and helping to prepare our students for the future. We are a community that is fortunate to have the support and encouragement to operate at high levels.

The foundation for our community is *Positive Behavior and Intervention Supports* (PBIS). We teach students how to be successful in school by carefully laying out our expectations and reinforcing their positive behavior. This drives respect and safety for all. It also is the bridge for inclusion, acceptance, and tolerance for a variety of learners. Our greatest asset is time. We are focused on creating efficient systems that minimize the bureaucracy of education while enhancing the use of technology. In addition, we embed best practices and quality supports as we weave *Inquiry by Design*, our K-2 Literacy Focus, our English Language Developers (ELD) support, our Bay Science model, our Eureka Math initiative, and our *Response to Intervention* (RtI) model. We expect our students to read at grade level by the end of second grade. Our faculty and staff are committed to using these tools and maps to the benefit of our students.

It is inspiring to see success stories play out on a daily basis at Edison. While we still need to perform at higher levels and demonstrate a higher level of proficiency, we are pleased to see students getting better one student at a time. When we provide the support and encouragement along with a rigorous approach to learning, our students begin to work at high levels. The teamwork that exists among our staff paired with the tremendous support we get from our parents and community puts us in a success pattern. However, the expectations are high as we have a tremendous number of assets that support our work. We strive to maintain a peaceful environment as we build the capacity of each of our stakeholders. We know that our students are best served when we all work together.

Edison Instructional Leadership Team (ILT): This team is comprised of three grade level representative teachers, the teacher librarian and the principal. The ILT's purpose is to plan for and shape the instructional vision for the school. The ILT is responsible for developing and leading professional development, planning the school-wide priorities for the year, and representing teacher concerns. The four major priorities for Edison this year are: Positive Behavior Intervention Support implementation, ELD Instruction and Coaching, Development and Implementation of the Edison Signature regarding social justice and inclusion, and the successful implementation for the Eureka Math and new ELA Curriculum.

School Website: <http://edison.alamedaausd.schoolloop.com/>

School Accountability Report Card (SARC) link: <http://www.alameda.k12.ca.us/>

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 2:** Support all students in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
Support all English Learners in becoming college and work ready and demonstrating measured annual growth relative to their individual performance level(s).
- 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.

Instructional 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, socioeconomic status

Through the following:

- Provide a Tier 1 academic program that provides effective first instruction for all students, 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 justice, culturally responsive curriculum and instructional strategies

- Provide students with disabilities the Least Restrictive Learning Environment (LRE) possible including, where appropriate, learning centers at K-5 and co-teaching 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, socioeconomic status

PLANNED IMPROVEMENTS IN STUDENT PERFORMANCE

GOAL 1: Eliminate barriers to student success and maximize learning time

Identified districtwide 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

Metrics used to evaluate progress towards goal:

- Chronic Absenteeism: Percentage of students who have missed 10% or more of school days to date in a given year
- Daily Attendance: Percentage of students who have attended 96% or more of school days to date in a given year
- Suspension Rate: % of students who have been suspended at any time during the current year in district
- Expulsion Rate: Percentage of students who have been expelled during the current year
- Student Perception of Safety on Campus: Percentage of students reporting that they feel safe at school via California Healthy Kids Survey (CHKS)
- High School Graduation Rate: Percentage of a given 9th grade cohort that graduate from high school
- Middle School Drop-out Rate: Percentage of a given 6th grade cohort that drop-out of middle school
- High School Drop-out Rate: Percentage of a given 9th grade cohort that drop-out of high school

Districtwide actions/services provided to site to reach goal:

To reach this goal, the district provides all a broad range of general supports to sites through the Student Services department. These include direct services in the areas of attendance, discipline, and enrollment, and health services. Additionally, sites receive Health Office Assistant (HOA) staffing based on their enrollment, access to psychologists through the Special Education department, and counseling FTE at the secondary grades (6-12). The district provides services to homeless students/families through the staffing of a position serving under the McKinney-Vento title.

In 2009-10, AUSD adopted an anti-bullying curricula at the K-5 level. This included Caring School Community (CSC) curriculum at the K-2 level, Steps to Respect curriculum at the 3-5 level, and supplemental literature lessons focusing on the protected classes. Since 2010, AUSD staff, in collaboration

with the LGBTQ roundtable, have continued Safe Schools work to identify areas in social studies curricular that support instruction on protected classes and draft/implement policy focused on equity issues. District resources fund collaboration of teacher leaders to come together and collaborate around Safe Schools work.

The district's current Positive Behavior Interventions and Supports (PBIS) initiative is part of a broad, long-term implementation of a Multi-Tiered System of Support (MTSS). School sites are divided into three cohorts, with each cohort at a different stage of implementation. Beginning in 2013-14, cohort A entered PBIS training through the Santa Clara County Office of Education (SCCOE). 2015-16 was the first year of full implementation, including services funded through LCFF Supplemental resources. These district wide actions/services include district coaches, a district PBIS coordinator (.5 FTE), a districtwide mental health provider, and ongoing professional development for site PBIS teams. Funds were also allocated to sites to support Tier 1 implementation (materials, staff hourly, and substitute release), Tier 2 implementation (staff hourly and FTE for Enacting Coordination of Services Team (COST), and Tier 3 (staff hourly and FTE for Case Management Services). Effective implementation of PBIS transforms school culture and climate, providing students a school setting in which they can academically and socially thrive.

Our site has provided the following services to support implementation of PBIS:

- Active school-wide PBIS team
- Intervention Team/COST Team under development
- Site-based professional development
- Development of instruction in explicit behavioral expectations
- School-wide incentives/recognition
- School-wide behavior management system (behavior flow chart, referral system, etc.)
- Anger management groups
- Psych Intern
- Mindfulness
- *Lifeskills*
- Class meeting

Sites administer the Tiered Fidelity Inventory (TFI) at least twice a year to assure implementation of Tier 1, 2, and 3 PBIS supports. Each site reports current fidelity, recent progress, and goals by end of year for their current level of implementation.

School goal(s):

Implement T1, T2 and T3 PBIS elements with fidelity.

Data used to form school goal(s):

Tiered Fidelity Inventory, T1, T2 and T3

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

Our current TFI subscale scores are the following:

T1:

Teams 75 %

Implementa on 44 %

Evalua on 75 %

T2:

Teams 0 %

Interven ons 0 %

Evalua on 0 %

Enrollment – 459 (-19)

Chronic Absence – 3.9% (+1)

Average Daily Attendance – 96.7% (-.3)

Suspension Rate – 1.5% -- (-.9%)

\$ Spent Per Student -- \$8,700

How progress toward school goal(s) will be evaluated:

This year we plan to increase our TFI subscale scores by 15% in each subscale area. We will participate in a mid-year TFI in January to track progress as well as an end-of-year TFI to be conducted in May.

GOAL 1: Eliminate barriers to student success and maximize learning time

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Students Served	Proposed Expenditure(s)		
				Type	Funding Source	Amount
PROMOTE HIGH ATTENDANCE RATE - SCHOOL HANDBOOK, NEWSLETTERS, LETTERS, ANNOUNCEMENTS, PERFECT ATTENDANCE AWARDS, SHARING INFORMATION AT PTA, ELAC AND SSC MEETING, START OF THE YEAR ATTENDANCE LETTERS.	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS, PTA	All	Choose an item.	LCFF Supplemental (0002)	
MONITOR AND SUPPORT HIGH ATTENDANCE RATE - PARENT CALLS/OUTREACH, LETTERS, MEETINGS, SART/SARB PROCESS, DIRECT OFFICE COMMUNICATION WITH PARENTS, MEETINGS WITH THE PRINCIPAL, INDIVIDUAL STUDENT DISCUSSIONS AT SST AND IEP MEETINGS.	AUGUST 2017 - JUNE 2018	PRINCIPAL, OFFICE STAFF, TEACHERS	All	Choose an item.	Choose an item.	

POSITIVE BEHAVIOR INTERVENTION & SUPPORT – PBIS TEAM, SITE PROFESSIONAL DEVELOPMENT TRAINING AND PLANNING, SUPPORT SCHOOL BEHAVIOR EXPECTATIONS, DIGITAL CITIZENSHIP, ANTI-BULLY AND RECESS CONTRACTS	AUGUST 2017 - JUNE 2018	DISTRICT TRAINING AND PBIS RESOURCES	All	Cer tified Hourly	PTA (9046)
				Materials and Supplies	PTA (9046)
CHARACTER EDUCATION - CARING SCHOOL COMMUNITY, STEPS TO RESPECT, AUSD PROTECTED CLASSES LITERATURE LESSONS, CITIZENSHIP EDUCATION, LIFE SKILL AWARDS, MINDFULNESS, CHARACTER ED ASSEMBLY	OCTOBER 2017- JUNE 2018	PRINCIPAL, TEACHERS, PTA	Choose an item.	Professional Services	LCFF Supplemental (0002)
				Cer tified Hourly	PTA (9046)
BEHAVIOR INTERVENTION SUPPORT – MONTHLY BIT MEETINGS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH & PSYCH INTERN, TEACHERS	All Unduplicated	Cer tified Hourly	Title 1 (3010)
PSYCHOLOGIST INTERN -- ON-SITE 1:1 AND SMALL GROUP COUNSELING, AND FRIENDSHIP GROUPS	OCTOBER 2017- MAY 2018	PRINCIPAL, SCHOOL PSYCH & PSYCH INTERN	All Unduplicated	Cer tified S pend	LCFF Supplemental (0002)
SERVICE LEARNING & STUDENT LEADERSHIP OPPORTUNITIES - BOOST! LEADERSHIP, JR. COACHES, GO GREEN RECYCLERS, KINDERGARTEN BUDDIES, PARENT VOLUNTEERS, 5 TH GRADE SERVICE LEARNING PROJECT.			Choose an item.	Choose an item.	Choose an item.
INCLUSIVE SCHOOL ACTIVITIES AND EVENTS - PACKET PICKUP KICKOFF CELEBRATION AND TEACHER			Choose an item.	Choose an item.	Choose an item.

INTRODUCTION, MULTICULTURAL NIGHT, ABILITY AWARENESS WEEK, ANTI-BULLY ASSEMBLY, MULTICULTURAL ASSEMBLIES, SEMI-WEEKLY BUILDING INTENTIONAL COMMUNITIES ACTIVITIES, CLASSROOM HISTORICAL FIGURE ADOPTION, TEACHER EDUCATION PROGRAMS.

Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.
Choose an item.	Choose an item.	Choose an item.

GOAL 2A: Support all students in becoming college and work ready

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Identified districtwide needs:

Alameda Unified is committed to the goal of preparing all students for college and work beyond their Pre K-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

Metrics used to evaluate progress towards goal:

- Percentage of student meeting/exceeding standards on state achievement test (CAASPP) – including focus on 3rd grade reading strand and 8th grade math performance
- Percentage of students demonstrating proficiency on Early Literacy Survey (ELS) by end of 1st grade
- Percentage of graduating class completing Career Technical Education (CTE) Pathway
- Number of students enrolled in a Career Technical Education (CTE) Pathway
- Percentage of graduating class completing of University of California ‘a-g’ requirements
- Percentage of 11th grade students demonstrating college readiness as measured by Early Assessment Program (EAP)

- Percentage of Advanced Placement (AP) Exams taken that achieve a passing mark
- Percentage of students enrolled in an AP course

Districtwide actions/services provided to site to reach goal:

The district's broad allocation of services to sites in support of college and work readiness includes the primary resource of all certificated staffing (FTE varies by site) and core curricula. AUSD recently (2016-17) implemented newly adopted math curriculum from K-Algebra II, Statistics, and Calculus and is in the process of adopting K-5 English Language Arts (ELA) curriculum with implementation planned for 2017-18. K-8 science has recently been updated through the implementation of NGSS-aligned science materials (FOSS curriculum). Grades 3-12 ELA is supported by the supplemental curriculum Inquiry by Design. 2016-17 also marked the implementation of new Transitional Kindergarten curriculum and the Full-day Kindergarten program.

The district provides a range of supplementary resources and services to increase college and work readiness for all students across sites. These resources/services include, but are not limited to:

- Math Coaching to support implementation of new math curricula and CCSS from Kindergarten through Algebra 1.
- Professional development and supplemental English Language Arts (ELA) materials through the Inquiry by Design (IBD) curriculum
- Next Generation Science Standards (NGSS) implementation support and professional development through the BaySci partnership (affiliated with the Lawrence Hall of Science (LHS)).
- Professional Development for teachers of strategic classes via the Strategic Instruction Model (SIM) program
- TK-8 Teacher Librarians and Media Center program
- Math and reading intervention software at K-5 (Successmaker)
- Naviance college and work-preparedness tool (software)
- Software to enhance K-5 content (Discovery Education license)
- Turnitin software to support high school writing and research
- Credit recovery software (Cyberhigh license)
- More Starfall and Tumblebook Library digital subscriptions (TK-5)

Edison Elementary School also provides the following programs to support student achievement:

- SuccessMaker and other online programs
- Fountas and Pinnell Assessment and Leveled Library Intervention System
- Systematic Instruction in Phonemic Awareness Phonics and Sight Words (SIPPS)
- Big6 Research Method 2-5
- Read Naturally

- Jr. Great Books
- Handwriting Without Tears
- Keyboarding Without Tears/Typing Club/Type2Learn
- Lucy Calkins' Units of Study, Reader's and Writer's Workshop
- ELD Achieve curriculum by for Daily Designated and Integrated ELD

Schools with Board of Education (BOE)-approved magnet or innovative programs also receive additional funding to support implementation of their programs. Our site receives the following resources to implement our magnet/innovative program:

- n/a

Schools eligible for Title 1 funds are provided additional resources to increase/improve services for students. These resources include a per pupil allocation to support the site program, proportional funding to implement staff professional development, and (for Program Improvement sites) Alternative Supports funding to provide targeted academic support to socioeconomically-disadvantaged students. Our site receives the following resources to implement Title 1 programming:

- n/a

SC H O O L W I D E

School goal(s):

80% or more students will meet or exceed standards as measured by district and state standardized assessments. This is a 9% improvement from last year.

Data used to form school goal(s):

CAASPP data

District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS, CST (new state science test for 5th grade next year will be CAST)

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

2016 CAASPP ELA Meeting or Exceeding Standards = 71%

2016 CAASPP Math Meeting or Exceeding Standards = 71%

State SBAC ELA Proficiency 70.6% (+.9)

State SBAC Math Proficiency 71.4% (+2.5)

How progress toward school goal(s) will be evaluated:

Grade level and schoolwide data analysis. Examine cohort data, growth trends, and performance of disaggregated subgroup populations.

Edison Results:

ELA—

3rd Grade = 63% Target Concept—Analysis within or across texts -; Demonstrate understanding of word relationships -; Literary texts -

4th Grade = 71%

5th Grade = 76%

Math—

3rd Grade = 69% Target Concept – Geometric Measurement +

4th Grade = 71% Target Concept -- Build Fractions from Unit Fractions +; Solve Problems involving measurement and conversion of measurement

5th Grade = 74% Target Concept -- Write and interpret numerical expressions +; Apply and extend previous understandings +; Convert like measurement +; Geometric measurement +; Graph points to solve problems –

CST Science—

5th Grade = 73%

English Language Development

K through 5 - CELDT and LPAC 1 level per year - progress through all levels, Emerging, Expanding, Bridging before the end of 5th year of enrollment of California schools.

CAASP - Improve one level per year, reaching language arts proficiency before end of fifth year of enrollment in California schools.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PROFESSIONAL DEVELOPMENT, PEER OBSERVATION & COLLABORATION FOR CCSS, INTEGRATED AND SYSTEMATIC ELD, MATH, IBD, BAYSCI, UDL, RTI TECHNOLOGY			Choose an item.	Choose an item.	Choose an item.	
READING AND MATH DIFFERENTIATION (IE: INTEGRATED AND SYSTEMATIC ELD, STRATEGIC LEARNING SUPPORT)	SEPTEMBER 2017 - JUNE 2018		Choose an item.	Choose an item.	Choose an item.	
READING AND MATH INTERVENTION (IE: BEFORE/AFTER SCHOOL GROUPS)			Choose an item.	Choose an item.	Choose an item.	
READING INTERVENTION SPECIALIST TO ENSURE SUPPORT FOR K-2 READING						

NEEDS

SUCCESSMAKER FOR READING AND
MATH INTERVENTION ACCELERATION
(DURING, BEFORE, AND/OR AFTER
SCHOOL)

Choose an item.

Choose an item.

Choose an item.

INTEGRATE TECHNOLOGY TO SUPPORT
TEACHING FOR COMMON CORE (IE:
IPADS, SMARTBOARDS,
CHROMEBOOKS, INTERNET, SOFTWARE
PROGRAMS APPS)

Choose an item.

Choose an item.

Choose an item.

PROVIDE INSTRUCTIONAL MATERIALS
FOR COMMON CORE

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

Choose an item.

GOAL 2B: Support English Learners (ELs) in becoming college and work ready

DI Identified districtwide needs:

- Students are not achieving English Language mastery within 5 years of enrollment in California schools

ST Metrics used to evaluate progress towards goal:

- Annual Measurable Achievement Objective (AMAO) 1: Percentage of students demonstrating annual growth on California English Language Development Test (CELDT)
 - The California Department of Education (CDE) is transitioning the CELDT to the English Language Proficiency Assessments for California (ELPAC) beginning with pilots in 2016-17 and full implementation in 2017-18.
- Annual Measurable Achievement Objective (AMAO) 2: Percentage of ELs scoring proficient on the CELDT
- Reclassification: Percentage of ELs moving to Reclassification to Fluent English Proficient (RFEP) status

ID Districtwide actions/services provided to site to reach goal:

E

To support implementation of the district's master plan, a significant amount of professional development in the form of site-based coaching and training series began in late 2014-15 and is ongoing. The training series were initially provided by outside trainers (EL Achieve) and are now delivered by district teachers who have been certified as internal trainers. Coaching FTE is allocated based on the number of English Learners at the site. Coaches support the implementation of Designated and Integrated ELD. The district wide goal is for all ELs to receive the appropriate amount of daily designated ELD instruction at their appropriate proficiency level and for daily classroom instruction to include the appropriate integrated ELD supports. Our site's ELD/Literacy coaching allocation is:

Our site efforts to improve EL achievement also include:

- 1 half-time ELD / Literacy Coach
- RTI Strategic Learning Groups/Platooning/ Tiered interventions (ie: ELA small reading groups in K-3 include EL instructional groups, 5th grade ELD/Writing platooning)
- Site training and collaboration for integrated ELD in the classroom: differentiation, scaffolding
- Explicit vocabulary building program integrated into the classroom

School goal(s):

67% or more EL students will meet or exceed standards as measured by district and state standardized assessments, (*improve either 1 level of mastery per year or be on track for Redesignation within 5 years enrollment in California schools*)

Data used to form school goal(s):

AMAO, ADEPT and LPAC data

District assessments: IAB's, Math Trimester/Benchmark Assessments, DIBELS/F&P, ELS,, CAASP and LPAC

Findings from the data analysis: (*Including reflection on progress in same or similar goal(s) from previous year's SPSA*)

Summarize your findings about your school's AMAO, CELDT, LPAC, Redesignation & performance data.

How progress toward school goal(s) will be evaluated:

Grade level and schoolwide data analysis. Examine growth trends, and performance of *English Language Learner* population.

- *Increase ELD/Literacy Coach work with classroom teachers to model lessons and improve teacher*

SC H O O L W I D E

skills in providing effective ELD lessons throughout the curriculum

- *Implementation of daily Designated ELD curriculum in every classroom,*
- *Implementation of Integrated ELD strategies in classroom throughout the day, especially in core curriculum.*
- *Structured grade level regrouping of English Language Learner students to ensure daily ELD lesson*
- *implementation of after school enrichment programs to improve English Language Learner writing*
- *RTI Strategic Learning Groups/Platooning/ Tiered interventions (ie: ELA small reading groups in K-3 include EL instructional groups, 5th grade ELD/Writing platooning)*
- *Increase Site training and collaboration for improved integrated and Designated ELD in the classroom:*
- *differentiation, scaffolding, strategies and activities designed to increase student engagement*
- *Explicit vocabulary building program integrated into the classroom*

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
ELD COACHING AND SUPPORT FOR INTEGRATED AND SYSTEMATIC ELD IMPLEMENTATION	AUGUST 2017 - JUNE 2018	PRINCIPAL, ELD COACH, TEACHERS	English Learners	DISTRICT PROVIDED	Choose an item.	
				.xx FTE Certificated		
PROVIDE BOOKS/ADDITIONAL TEXT FOR ACCESS TO COMMON CORE (IE: LITERATURE, INFORMATIONAL TEXT, ONLINE RESOURCES)			Choose an item.	Choose an item.	Choose an item.	

GOAL 3: Support parent/guardian development as knowledgeable partners and effective advocates for student success

Identified districtwide 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.

Metrics used to evaluate progress towards goal:

- Parent Education: Percentage of Kindergarten students with at least one parent/guardian graduating from School Smarts program
- Input: Percentage of parents/guardians completing annual survey
- Participation: Percentage of parents/guardians at secondary grades participating in parent/guardian university events

Districtwide actions/services provided to site to reach goal:

The district funds a Family Involvement and Community Engagement (FICE) Coordinator that implements a wide range of actions/services in support of parent/guardian engagement. These include the implementation of the elementary School Smarts program and secondary Parent University program. The School Smarts program invites all incoming Kindergarten parents/guardians to take part in a series of educational workshops that teach strategies for helping their child(ren) and school(s) succeed. (Parents/guardians of students in grades 1-5 can also participate) Our site's current participation in School Smarts/Parent University is:

District enrollment includes outreach and support, including translation *and interpretation* to assist families with online enrollment.

Our site supports parent/guardian involvement in the following ways:

School Handbook

School website

Autodialer calls throughout the school year

Konstella Email System

CAASPP & CELDT test reports mailed home - *this is a requirement of ED code*

Report Cards three times a year

Parent-Teacher Conferences, in the fall and in the spring

Interpretation available for parent meetings

Translation of announcements and notices into Spanish, Chinese, Spanish and Vietnamese

Wednesday envelopes (returned signed each week)
 Teacher phone calls and emails
 Morning Assemblies
 Homework
 SST (Student Study Team), IEP (Individualized Education Plans), 504, IIP (Individualized Intervention Plan), and BIT (Behavioral Intervention Team) meetings throughout the year
 PARI (Promotion, Acceleration, Retention, Intervention) process
 Fall Back to School and TK & Kindergarten Information Nights
 Weekly newsletter & Teacher websites
 Open House
 ELAC (English Language Advisory Council), monthly meetings
 SSC (School Site Council), monthly meetings
 PTA meetings/events, monthly
 Parent Volunteers: room parent communicators, classroom helpers, lunchroom supervision, chaperones, art docent, reading groups, garden docent
 ELL (English Language Learner) Parent Survey
 ELD (English Language Development) Redesignation Ceremony
 Attendance/SART
 Awards and Award ceremonies throughout the year

School goal(s):

18 parents attend School Smarts program.
 82% of parents attend Back to School Night (as evidenced by sign-in sheets)
 92% of parents attend the Fall Parent Conference
 high % of parents join the school PTSA - 368 total members in 2016/17 (includes names of both parents when provided)
 10,000 volunteer hours on site
Increase number of eligible parents participating in ELAC

W I D E

Increase number of parents attending School Smarts

Data used to form school goal(s):

Meeting/event sign-in sheets: BTSN, conferences, PTA, SSC, ELAC, Open House, Volunteer sign ins sheets, online newsletters, *Konstella* email system, teacher reports.

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

School Smarts attendance data show 100% of parents finished the program.

How progress toward school goal(s) will be evaluated:

Comparison to last year's School Smart's attendance this year we had a 5% increase from last year.

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
PARENT COMMUNICATION – SCHOOL HANDBOOK, MORNING ASSEMBLIES, BACK-TO-SCHOOL NIGHT, PROGRESS REPORTS, PARENT-TEACHER CONFERENCES, CAASPP CELDT TEST SCORES SENT HOME, SCHOOL-WIDE AND TEACHER PARENT NEWSLETTERS, PHONE CALLS, TEACHER WEBSITES, EMAILS TRANSLATORS WHEN	AUGUST 2017 - JUNE 2018	PRINCIPAL, TEACHERS, PARAS, OFFICE STAFF	All	Classified Hourly	LCFF Supplemental (0002)	XX HRS PARA HRLY FOR TRANSLATION \$XX

NEEDED

PARENT EDUCATION OPPORTUNITIES

– (IE: SCHOOL SMARTS ACADEMY,
BUILDING CONFIDENT CHILDREN
CLASS, MIDDLE SCHOOL OPTIONS
SYMPOSIUM)

Choose an item.

Choose an item.

Choose an item.

GOAL 4: Ensure that all students have access to basic services

DI Identified districtwide needs:

ST 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.

- RI
- CT
- Maintenance of a highly qualified teaching staff
 - Provision of adequate instructional materials

- Maintenance of a safe learning environment

Metrics used to evaluate progress towards goal:

- Teacher Qualifications
 - Percentage of teachers fully credentialed and highly qualified
 - Percentage of teachers qualified to teach English Learners (ELs)
 - Percentage of teachers appropriately assigned
- Instructional Materials: Number of substantiated Williams textbook complaints/year
- Facilities Rating: Percentage of facilities scoring ‘good’ or better on Facilities Inspection Tool (FIT)

Districtwide actions/services provided to site to reach goal:

To support high-quality instructors, the district provides new teachers a high-quality induction program (Beginning Teacher Support and Assistance (BTSA)) and continuing teachers an assistance program (Peer Assistance and Review (PAR)). The district provides ongoing professional development and collaboration opportunities.

Core instructional materials are provided to sites through the Educational Services department. These include:

- Annual renewal or replacement materials for adopted curricula
- Board-approved materials for new courses
- Recent Mathematics curriculum adoptions at the K-5, Algebra/Geometry/Algebra II, Grades 6-8, and Calculus levels.
- 2017-18 will mark the implementation of a new K-8 English Language Arts (ELA/ELD) adoption.
- Science curriculum through the Full Option Science System (FOSS) – K-8
- Supplemental ELA curriculum through Inquiry by Design (IBD)

School sites are experiencing renovation/repair through regular maintenance as well as recent activity funded through the district’s facilities bond. Planned improvements to our site in the coming year include:

School goal(s):

Support teachers in attending district professional development.

Build teacher capacity through site collaborative learning.

Site support for successful implementation of core curricula.

O L W I D E

Monitoring and evaluation for continued learning and accountability.

Data used to form school goal(s):

SARC Data

Findings from the data analysis: *(Including reflection on progress in same or similar goal(s) from previous year's SPSA)*

100% of teachers at Edison Elementary are credentialed and highly qualified. 94% are qualified to teach English Language Learners. All teachers are properly assigned according to their credentials.

How progress toward school goal(s) will be evaluated:

SARC data analysis

New adoption of ELA instructional materials and implementation

Actions to be Taken to Reach School Goal(s)	Timeline	Person(s) Responsible	Proposed Expenditure(s)			
			Students Served	Type	Funding Source	Amount
NEW MATH MATERIALS HAVE BEEN ADOPTED AND PROFESSIONAL DEVELOPMENT TO SUPPORT IMPLEMENTATION CONTINUES	AUGUST 2017 - JUNE 2018		Choose an item.	Choose an item.	Choose an item.	
NEW ELA/ELD MATERIALS WILL BE ADOPTED, PURCHASED AND IMPLEMENTED IN 2017-2018 WITH PROFESSIONAL DEVELOPMENT AND COACHING SUPPORT			Choose an item.	Choose an item.	Choose an item.	
A READING SPECIALISTS ASSISTS WITH TARGETED READING INTERVENTIONS FOR			Choose an item.	Choose an item.	Choose an item.	

K-2 CLASSES, LEARNING BUDDIES ARE
FORMED IN PARTNER CLASSES

Choose an item. Choose an item. Choose an item.

SITE BUDGET SUMMARY: Discretionary Funding

Alameda Unified School District	Edison Elementary Budget Packet	
Back to Summary Page	Award	Total Budgeted
Discretionary	\$	
	37,507.00	37,343
To be budgeted (Over Budget)		164
Attach Requisition for each employee you budget		

Account Code	Description	Amount	FTE	Hours	Sub-Days
01-0001-0-1110-1000-1100-002-02-00 00	Teacher - FTE	\$ 18,234.00	0.2 3		
01-0001-0-1110-1000-1101-002-02-00 00	Teacher, Master's Stipend	\$ 354.00			
01-0001-0-1110-1000-1102-002-02-00 00	Teacher Hourly	\$ 1,330.00		38	
01-0001-0-1110-1000-1103-002-02-00 00	Teacher Substitute	\$ 1,680.00			14
01-0001-0-1110-1000-1900-002-02-00 00	Teacher on Special Assignment - FTE	\$ -			
01-0001-0-1110-1000-1901-002-02-00 00	Teacher on Special Assignment, Master's Stipend	\$ -			
01-0001-0-1110-1000-1902-002-02-00 00	Teacher on Special Assignment, Hourly	\$ -			
Total - Instructional Salaries		\$ 21,598.00	0.2 3	38	14

01-0001-0-1110-1000-3101-002-02-00 00	State Teacher's Retirement (STRS)	\$	3,117.00			
01-0001-0-1110-1000-3321-002-02-00 00	Medicare	\$	314.00			
01-0001-0-1110-1000-3501-002-02-00 00	State Unemployment Insurance (SUI)	\$	24.00			
01-0001-0-1110-1000-3601-002-02-00 00	Worker's Compensation	\$	515.00			
01-0001-0-1110-1000-3701-002-02-00 00	Post Employment Benefits (OPEB)	\$	234.00			
01-0001-0-1110-1000-3401-002-02-00 00	Health & Welfare	\$	1,323.00			
Total - Instructional Benefits		\$	5,527.00			

01-0001-0-1110-3110-1275-002-02-00 00	Counselor - FTE	\$	-			
01-0001-0-1110-3110-1276-002-02-00 00	Counselor, Master's Stipend	\$	-			
Total - Guidance & Counseling		\$	-	0.0 0	0	0
01-0001-0-1110-3110-3101-002-02-00 00	State Teacher's Retirement (STRS)	\$	-			
01-0001-0-1110-3110-3321-002-02-00 00	Medicare	\$	-			
01-0001-0-1110-3110-3501-002-02-00 00	State Unemployment Insurance (SUI)	\$	-			
01-0001-0-1110-3110-3601-002-02-00 00	Worker's Compensation	\$	-			
01-0001-0-1110-3110-3701-002-02-00 00	Post Employment Benefits (OPEB)	\$	-			
01-0001-0-1110-3110-3401-002-02-00 00	Health & Welfare	\$	-			
Total - Counselor Benefits		\$	-			

Days/week

01-0001-0-1110-3120-1285-002-02-00 00	Psychologist Intern - SECOND YEAR	\$	-			
01-0001-0-1110-3120-1285-002-02-00 00	Psychologist Intern - THIRD YEAR	\$	-			
Total - Psychological Services		\$	-	0.0 0	0	0

01-0001-0-1110-3110-3321-002-02-00 00	Medicare	\$	-			
01-0001-0-1110-3110-3501-002-02-00 00	State Unemployment Insurance (SUI)	\$	-			
01-0001-0-1110-3110-3601-002-02-00 00	Worker's Compensation	\$	-			
01-0001-0-1110-3110-3701-002-02-00 00	Post Employment Benefits (OPEB)	\$	-			
Total - Psych. Intern Benefits		\$	-			

01-0001-0-1110-1000-2100-002-02-00 00	Instructional Aid - FTE	\$	-			
01-0001-0-1110-1000-2101-002-02-00 00	Instructional Aid, Stipend					
01-0001-0-1110-1000-2102-002-02-00 00	Instructional Aid, Hourly	\$	-			
01-0001-0-1110-1000-2103-002-02-00 00	Instructional Aid, Substitute	\$	-			
Total - Instructional Aid		\$	-	0.0 0	0	0
01-0001-0-1110-1000-3202-002-02-00 00	Public Employee Retirement (PERS)	\$	-			
01-0001-0-1110-1000-3312-002-02-00 00	Social Security Contribution (FICA)	\$	-			
01-0001-0-1110-1000-3322-002-02-00 00	Medicare	\$	-			
01-0001-0-1110-1000-3502-002-02-00 00	State Unemployment Insurance (SUI)	\$	-			
01-0001-0-1110-1000-3602-002-02-00 00	Worker's Compensation	\$	-			
01-0001-0-1110-1000-3702-002-02-00 00	Post Employment Benefits (OPEB)	\$	-			
01-0001-0-1110-1000-3402-002-02-00 00	Health & Welfare	\$	-			
Total - Instructional Aid Benefits		\$	-			

01-0001-0-0000-2700-2400-002-02-00 00	Clerical, Technical & Office Staff - FTE	\$	-			
01-0001-0-0000-2700-2401-002-02-00 00	Clerical, Technical & Office Staff, Stipend					
01-0001-0-0000-2700-2402-002-02-00	Clerical, Technical & Office Staff, Hourly	\$	480.00		20	

00					
01-0001-0-0000-2700-2403-002-02-00	Clerical, Technical & Office Staff, Substitute	\$	-		
00					
	Total - Clerical	\$	480.00	0.0 0	20 0
01-0001-0-0000-2700-3202-002-02-00	Public Employee Retirement (PERS)	\$	75.00		
00					
01-0001-0-0000-2700-3312-002-02-00	Social Security Contribution (FICA)	\$	30.00		
00					
01-0001-0-0000-2700-3322-002-02-00	Medicare	\$	7.00		
00					
01-0001-0-0000-2700-3502-002-02-00	State Unemployment Insurance (SUI)	\$	1.00		
00					
01-0001-0-0000-2700-3602-002-02-00	Worker's Compensation	\$	12.00		
00					
01-0001-0-0000-2700-3702-002-02-00	Post Employment Benefits (OPEB)	\$	6.00		
00					
01-0001-0-0000-2700-3402-002-02-00	Health & Welfare	\$	-		
00					
	Total - Clerical Benefits	\$	131.00		

01-0001-0-1110-2420-2295-002-02-00	Classified Library Aides - FTE	\$	-		
00					
01-0001-0-1110-2420-2296-002-02-00	Classified Library Aides Stipend				
00					
01-0001-0-1110-2420-2297-002-02-00	Classified Library Aides Hourly	\$	-		
00					
	Total - Library Aid	\$	-	0.0 0	0 0
01-0001-0-1110-2420-3202-002-02-00	Public Employee Retirement (PERS)	\$	-		
00					
01-0001-0-1110-2420-3312-002-02-00	Social Security Contribution (FICA)	\$	-		
00					
01-0001-0-1110-2420-3322-002-02-00	Medicare	\$	-		
00					
01-0001-0-1110-2420-3502-002-02-00	State Unemployment Insurance (SUI)	\$	-		
00					
01-0001-0-1110-2420-3602-002-02-00	Worker's Compensation	\$	-		
00					
01-0001-0-1110-2420-3702-002-02-00	Post Employment Benefits (OPEB)	\$	-		
00					
01-0001-0-1110-2420-3402-002-02-00	Health & Welfare	\$	-		

00					
	Total - Library Aid Benefits	\$	-		

01-0001-0-0000-3140-2290-002-02-00 00	Health Office Assisitant - FTE	\$	-		
01-0001-0-0000-3140-2291-002-02-00 00	Health Office Assisitant Stipend				
01-0001-0-0000-3140-2292-002-02-00 00	Health Office Assisitant Hourly	\$	240.00	10	
	Total - Health Office Asst.	\$	240.00	0.0 0	10 0
01-0001-0-0000-3140-3202-002-02-00 00	Public Employee Retirement (PERS)	\$	38.00		
01-0001-0-0000-3140-3312-002-02-00 00	Social Security Contribution (FICA)	\$	15.00		
01-0001-0-0000-3140-3322-002-02-00 00	Medicare	\$	4.00		
01-0001-0-0000-3140-3502-002-02-00 00	State Unemployment Insurance (SUI)	\$	1.00		
01-0001-0-0000-3140-3602-002-02-00 00	Worker's Compensation	\$	6.00		
01-0001-0-0000-3140-3702-002-02-00 00	Post Employment Benefits (OPEB)	\$	3.00		
01-0001-0-0000-3140-3402-002-02-00 00	Health & Welfare	\$	-		
	Total - HealthAssistant Benefits	\$	67.00		

Total Certificated Salaries	\$	21,598.00	0.2 3	38	14
Total Classified Salaries	\$	720.00	0.0 0	30	0
Total Employee Benefits	\$	5,725.00			

01-0001-0-1110-1000-4100-002-02-00 00	Approved Textbooks and Core Materials				
01-0001-0-1110-1000-4200-002-02-00 00	Books and other reference materials				
01-0001-0-1110-1000-4310-002-02-00 00	Materials and Supplies - Instruction	\$	7,600.00		
01-0001-0-1110-2700-4310-002-02-00 00	Materials and Supplies - School Administration				
01-0001-0-1110-1000-4400-002-02-00	Non-Capitalized Equipment - Instruction				

00	Total - Supplies	\$	7,600.00	
01-0001-0-1110-1000-5200-002-02-00 00	Travel & Conference - Instruction			
01-0001-0-1110-2700-5200-002-02-00 00	Travel & Conference - School Administration			
01-0001-0-1110-1000-5300-002-02-00 00	Dues & Memberships - Instruction			
01-0001-0-1110-2700-5300-002-02-00 00	Dues & Memberships - School Administration			
01-0001-0-1110-1000-5440-002-02-00 00	Pupil Insurance			
01-0001-0-1110-1000-5610-002-02-00 00	Equipment Maintenance Agreements	\$	500.00	
01-0001-0-1110-1000-5716-002-02-00 00	Duplication - Instruction, Chargeback through AUSD DO	\$	1,000.00	
01-0001-0-1110-2700-5724-002-02-00 00	Postage - Administration, Chargeback through AUSD DO	\$	200.00	
01-0001-0-1110-1000-5800-002-02-00 00	Professional Consulting Services	\$	-	
01-0001-0-1110-1000-5879-002-02-00 00	Fieldtrips	\$	-	
	Total - Services	\$	1,700.00	
Total Expenditures		\$	37,343.00	

Alameda Unified School District	Edison Elementary Budget Packet	
Back to Summary Page	Award	Total Budgeted
LCFF Supplemental Grant	\$ 16,400.00	18,301

To be budgeted (Over Budget)

(1,901)

Attach Requisition for each employee you budget

Account Code	Description	Amount	FTE	Hours	Sub-Days
01-0002-0-1110-1000-1100-002-02-0000	Teacher - FTE	\$ 14,182.00	0.18		
01-0002-0-1110-1000-1101-002-02-0000	Teacher, Master's Stipend	\$ 275.00			
01-0002-0-1110-1000-1102-002-02-0000	Teacher Hourly	\$ -			
01-0002-0-1110-1000-1103-002-02-0000	Teacher Substitute	\$ -			0
01-0002-0-1110-1000-1900-002-02-0000	Teacher on Special Assignment - FTE	\$ -			
01-0002-0-1110-1000-1901-002-02-0000	Teacher on Special Assignment, Master's Stipend	\$ -			
01-0002-0-1110-1000-1902-002-02-0000	Teacher on Special Assignment, Hourly	\$ -			
Total - Instructional Salaries		\$ 14,457.00	0.18	0	0
01-0002-0-1110-1000-3101-002-02-0000	State Teacher's Retirement (STRS)	\$ 2,087.00			
01-0002-0-1110-1000-3321-002-02-0000	Medicare	\$ 210.00			
01-0002-0-1110-1000-3501-002-02-0000	State Unemployment Insurance (SUI)	\$ 16.00			
01-0002-0-1110-1000-3601-002-02-0000	Worker's Compensation	\$ 345.00			
01-0002-0-1110-1000-3701-002-02-0000	Post Employment Benefits (OPEB)	\$ 157.00			
01-0002-0-1110-1000-3401-002-02-0000	Health & Welfare	\$ 1,029.00			
Total - Instructional Benefits		\$ 3,844.00			
01-0002-0-1110-3110-1275-002-02-0000	Counselor - FTE	\$ -	0.00		
01-0002-0-1110-3110-1276-002-02-0000	Counselor, Master's Stipend	\$ -			
Total - Guidance & Counseling		\$ -	0.00	0	0
01-0002-0-1110-3110-3101-002-02-0000	State Teacher's Retirement (STRS)	\$ -			
01-0002-0-1110-3110-3321-002-02-0000	Medicare	\$ -			
01-0002-0-1110-3110-3501-002-02-0000	State Unemployment Insurance (SUI)	\$ -			
01-0002-0-1110-3110-3601-002-02-0000	Worker's Compensation	\$ -			

01-0002-0-1110-3110-3701-002-02-0000	Post Employment Benefits (OPEB)	\$	-			
01-0002-0-1110-3110-3401-002-02-0000	Health & Welfare	\$	-			
	Total - Counselor Benefits	\$	-			

Days/week

01-0002-0-1110-3120-1285-002-02-0000	Psychologist Intern - SECOND YEAR	\$	-			
01-0002-0-1110-3120-1285-002-02-0000	Psychologist Intern - THIRD YEAR	\$	-			
	Total - Psychological Services	\$	-	0.0 0	0	0

01-0002-0-1110-3110-3321-002-02-0000	Medicare	\$	-			
01-0002-0-1110-3110-3501-002-02-0000	State Unemployment Insurance (SUI)	\$	-			
01-0002-0-1110-3110-3601-002-02-0000	Worker's Compensation	\$	-			
01-0002-0-1110-3110-3701-002-02-0000	Post Employment Benefits (OPEB)	\$	-			
	Total - Psych. Intern Benefits	\$	-			

01-0002-0-1110-1000-2100-002-02-0000	Instructional Aid - FTE	\$	-			
01-0002-0-1110-1000-2101-002-02-0000	Instructional Aid, Stipend					
01-0002-0-1110-1000-2102-002-02-0000	Instructional Aid, Hourly	\$	-		0	
01-0002-0-1110-1000-2103-002-02-0000	Instructional Aid, Substitute	\$	-			
	Total - Instructional Aid	\$	-	0.0 0	0	0

01-0002-0-1110-1000-3202-002-02-0000	Public Employee Retirement (PERS)	\$	-			
01-0002-0-1110-1000-3312-002-02-0000	Social Security Contribution (FICA)	\$	-			
01-0002-0-1110-1000-3322-002-02-0000	Medicare	\$	-			
01-0002-0-1110-1000-3502-002-02-0000	State Unemployment Insurance (SUI)	\$	-			
01-0002-0-1110-1000-3602-002-02-0000	Worker's Compensation	\$	-			
01-0002-0-1110-1000-3702-002-02-0000	Post Employment Benefits (OPEB)	\$	-			
01-0002-0-1110-1000-3402-002-02-0000	Health & Welfare	\$	-			
	Total - Instructional Aid Benefits	\$	-			

01-0002-0-0000-2700-2400-002-02-0000	Clerical, Technical & Office Staff - FTE	\$	-			
01-0002-0-0000-2700-2401-002-02-0000	Clerical, Technical & Office Staff, Stipend					
01-0002-0-0000-2700-2402-002-02-0000	Clerical, Technical & Office Staff, Hourly	\$	-			
01-0002-0-0000-2700-2403-002-02-0000	Clerical, Technical & Office Staff, Substitute	\$	-			
	Total - Clerical	\$	-	0.0 0	0	0

01-0002-0-0000-2700-3202-002-02-0000	Public Employee Retirement (PERS)	\$	-			
01-0002-0-0000-2700-3312-002-02-0000	Social Security Contribution (FICA)	\$	-			
01-0002-0-0000-2700-3322-002-02-0000	Medicare	\$	-			
01-0002-0-0000-2700-3502-002-02-0000	State Unemployment Insurance (SUI)	\$	-			
01-0002-0-0000-2700-3602-002-02-0000	Worker's Compensation	\$	-			
01-0002-0-0000-2700-3702-002-02-0000	Post Employment Benefits (OPEB)	\$	-			
01-0002-0-0000-2700-3402-002-02-0000	Health & Welfare	\$	-			
Total - Clerical Benefits		\$	-			

01-0002-0-1110-2420-2295-002-02-0000	Classified Library Aides - FTE	\$	-			
01-0002-0-1110-2420-2296-002-02-0000	Classified Library Aides Stipend					
01-0002-0-1110-2420-2297-002-02-0000	Classified Library Aides Hourly	\$	-			
Total - Library Aid		\$	-	0.0	0	0
				0		
01-0002-0-1110-2420-3202-002-02-0000	Public Employee Retirement (PERS)	\$	-			
01-0002-0-1110-2420-3312-002-02-0000	Social Security Contribution (FICA)	\$	-			
01-0002-0-1110-2420-3322-002-02-0000	Medicare	\$	-			
01-0002-0-1110-2420-3502-002-02-0000	State Unemployment Insurance (SUI)	\$	-			
01-0002-0-1110-2420-3602-002-02-0000	Worker's Compensation	\$	-			
01-0002-0-1110-2420-3702-002-02-0000	Post Employment Benefits (OPEB)	\$	-			
01-0002-0-1110-2420-3402-002-02-0000	Health & Welfare	\$	-			
Total - Library Aid Benefits		\$	-			

01-0002-0-0000-3140-2290-002-02-0000	Health Office Assisitant - FTE	\$	-			
01-0002-0-0000-3140-2291-002-02-0000	Health Office Assisitant Stipend					
01-0002-0-0000-3140-2292-002-02-0000	Health Office Assisitant Hourly	\$	-			
Total - Health Office Asst.		\$	-	0.0	0	0
				0		
01-0002-0-0000-3140-3202-002-02-0000	Public Employee Retirement (PERS)	\$	-			
01-0002-0-0000-3140-3312-002-02-0000	Social Security Contribution (FICA)	\$	-			
01-0002-0-0000-3140-3322-002-02-0000	Medicare	\$	-			
01-0002-0-0000-3140-3502-002-02-0000	State Unemployment Insurance (SUI)	\$	-			
01-0002-0-0000-3140-3602-002-02-0000	Worker's Compensation	\$	-			
01-0002-0-0000-3140-3702-002-02-0000	Post Employment Benefits (OPEB)	\$	-			
01-0002-0-0000-3140-3402-002-02-0000	Health & Welfare	\$	-			
Total - HealthAssistant Benefits		\$	-			

Total Certificated Salaries	\$	14,457.00	0.18	0	0
Total Classified Salaries	\$	-	0.00	0	0
Total Employee Benefits	\$	3,844.00			

01-0002-0-1110-1000-4100-002-02-0000	Approved Textbooks and Core Materials		
01-0002-0-1110-1000-4200-002-02-0000	Books and other reference materials		
01-0002-0-1110-1000-4310-002-02-0000	Materials and Supplies - Instruction		
01-0002-0-1110-2700-4310-002-02-0000	Materials and Supplies - School Administration		
01-0002-0-1110-1000-4400-002-02-0000	Non-Capitalized Equipment - Instruction		
	Total - Supplies	\$	-

01-0002-0-1110-1000-5200-002-02-0000	Travel & Conference - Instruction		
01-0002-0-1110-2700-5200-002-02-0000	Travel & Conference - School Administration		
01-0002-0-1110-1000-5300-002-02-0000	Dues & Memberships - Instruction		
01-0002-0-1110-2700-5300-002-02-0000	Dues & Memberships - School Administration		
01-0002-0-1110-1000-5440-002-02-0000	Pupil Insurance		
01-0002-0-1110-1000-5610-002-02-0000	Equipment Maintenance Agreements		
01-0002-0-1110-1000-5716-002-02-0000	Duplication - Instruction, Chargeback through AUSD DO		
01-0002-0-1110-2700-5724-002-02-0000	Postage - Administration, Chargeback through AUSD DO		
01-0002-0-1110-1000-5800-002-02-0000	Professional Consulting Services		
01-0002-0-1110-1000-5879-002-02-0000	Fieldtrips		
	Total - Services	\$	-

Total Expenditures	\$	18,301.00
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CATEGORICAL FUNDING SUMMARY:

Categorical and Supplemental Program Funding Included in this Plan

Check the box for each state and federal categorical program in which the school participates and, 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.)

State/Federal Programs	Allocation
<input type="checkbox"/> Title I, Part A: Schoolwide Program <u>Purpose:</u> Upgrade the en re educa onal program of eligible schools in high poverty areas	\$ 0
<input type="checkbox"/> Title I, Part A: Targeted Assistance Program <u>Purpose:</u> Help educa onally disadvantaged students in eligible schools achieve grade level proficiency	\$ 0
<input type="checkbox"/> Title I, Part A: Program Improvement <u>Purpose:</u> Assist Title I schools that have failed to meet NCLB adequate yearly progress (AYP) targets for one or more iden fied student groups	\$ 0
<input type="checkbox"/> Title II, Part A: Teacher and Principal Training and Recrui ng <u>Purpose:</u> Improve and increase the number of highly qualified teachers and principals	\$ 0
<input type="checkbox"/> Title II, Part D: Enhancing Educa on Through Technology <u>Purpose:</u> Support professional development and the use of technology	\$ 0
<input type="checkbox"/> Title III, Part A: Language Instruc on for Limited-English-Proficient (LEP) Students <u>Purpose:</u> Supplement language instruc on to help limited-English-proficient (LEP) students a ain English proficiency and meet academic performance standards	\$ 0
<input type="checkbox"/> Title IV, Part A: Safe and Drug-Free Schools and Communi es <u>Purpose:</u> Support learning environments that promote academic achievement	\$ 0
<input type="checkbox"/> Title V: Innova ve Programs <u>Purpose:</u> Support educa onal improvement, library, media, and at-risk students	\$ 0
<input type="checkbox"/> Other Federal Funds (list and describe ¹)	\$ 0

¹ For example, special educa on funds used in a School-Based Coordinated Program to serve students not iden fied as individuals with excep onal needs.

Total amount of state and federal categorical funds allocated to this school	\$ 0
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SCHOOL SITE COUNCIL MEMBERSHIP

Education Code Section 64001 requires that this plan be reviewed and updated at least annually, including proposed expenditures of funds allocated to the 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	Principal	Classroom Teacher	Other School Staff	Parent or Community Member	Secondary Student
Rob Slauson	M	Caucasian	English	X				
Micka Geritz	F	Caucasian	English		X			
Kelly Schroeder	F	Caucasian	English		X			
Zoe Boese	F	Caucasian	English		X			
Christy Goddard	F	Caucasian	English			X		
Matthew Brotze	M	Caucasian	English				X	
Priya Jagannathan	F	Asian	English				X	
Ryan LaLonde	M		English				X	
Sujata Bansal	F	Asian	English				X	
Torsten Glidden	M	Caucasian	English				X	
Carolyn Kernkamp	F	Caucasian	English			X		
#s of members of each category	7 F, 4 M			1	3	2	5	0

**See race/ethnicity codes in Aeries*

50% of the SSC is elected parents and community members and 50% is elected school staff. Yes.

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. All requirements are satisfied for Edison SSC.

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

We endeavor to meet all requirements and have reached out across the parent population and particularly to the ELAC members and have secured all available representatives based on willingness to serve. We have one participating ELAC parent member as an alternate SSC member (Spanish).

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

The SSC actively promoted/solicited membership with ELAC parents in 2016/17 and will continue to engage for the 2017/18 school year to drive participation.

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?

Our ELAC representative participates in monthly SSC meetings and is involved with the 2017/18 SPSA development.

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

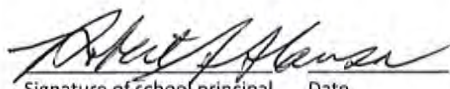
☒ Community Advisory Committee for Special Education Programs

☐ Other ***(list)***

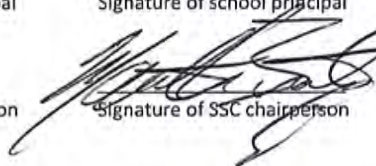
4. The school site council reviewed the content requirements for school plans of programs included in this Single Plan for Student Achievement, and believes all such content requirements have been met, including those found in district governing board policies and in the Local Improvement Plan.
5. This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

Robert S. Slauson
Typed name of school principal

 5/12/17
Signature of school principal Date

Matthew Brotze
Typed name of SSC chairperson

 5/12/17
Signature of SSC chairperson Date

APPENDIX A: SPECIAL EDUCATION ADDENDUM

Question:

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

Yes

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

SAMPLES BELOW:

Under the guidelines for Response to Intervention (RTI), our special education and general education teachers collaborate to support the learning needs of students who qualify for Tier 2 interventions in ELA and/or math, provided that all identified students with special needs are appropriately served. Our Specialized Academic Instruction Teacher consults with general education teachers on Universal Design for Learning (UDL) instructional strategies. This is a proactive measure for intervention and to decrease the number of students referred for assessment for Special Education. Support for students is provided in small groups via both a push-in and pull-out model. Students are identified by multiple measures, and services focus on the development of foundational skills.

All students with IEP's have seats in general education classrooms and participate in academics when the classroom teachers and Special Education (SPED) staff believe it's appropriate as well as participating in all field trips and special activities. We have seen social/emotional growth in students with IEPs and growth in general education students in empathy and inclusion, life skills we value.

General education students are also supported by the Resource Program. General education students have access to a variety of interventions, especially in English language arts. When teachers' assessments of students indicate they need additional support, academically and/or behaviorally beyond the classroom and these interventions, then the SPED and general education staff work together to provide needed support in the classrooms.

Our special education staff works collaboratively with general education teachers to provide intervention support for students who are below grade. Depending

upon caseloads, special education teachers and paraprofessionals work with some of our lowest performing students who do not qualify for special education. Students who do not have IEPs (Individual Education Plans) and need extra small group support, especially in the area of reading, join pull-out groups to have direct instruction from special education staff. When paraprofessionals are assigned to do push-in support for students with IEPs, other students who may also need extra help can also join the group tutored by the paraprofessional. In short, special and regular education teachers work in tandem as much as possible to improve the English language arts achievement of all students who are below grade level.

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>

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 AND MAGNET SCHOOL

REVIEW OF PROGRESS GUIDING QUESTIONS

Innovative Programs and Magnet Schools 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 and Magnet School 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? Pg. 3
2. What is the vision and mission of the program? Pg. 3
3. What are the goals of the program? Pg. 4
4. What are the student performance expectations resulting from being a different type of program? Pg. 4-5
5. How will the program measure progress towards goals? Pg. 9-14, 39, 42
6. How will the school know that students are learning? Pg. 4, 40
 - a. What will this look like in the classrooms?
7. How will the school know whether students are engaged? Pg. 4
 - 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? Pg. 9-14
9. How will the program encourage parental and community input and involvement? Pg. 15 – 17, 41

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 professional development 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.

APPENDIX D: DATA