



Edison Elementary School

2700 Buena Vista Ave. • Alameda, CA 94501 • (510) 748-4002 • Grades K-5

Gregory Sahakian, Principal

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<https://edison-alamedaunified-ca.schoolloop.com/>

2019-20 School Accountability Report Card Published During the 2020-21 School Year

About Our School

I am truly honored to be involved with such a wonderful school as Edison. Evident to me are the efforts our entire school community undertakes to show caring and understanding, which take various forms:

- The Edison community takes care of ourselves: Students work hard to reach their fullest potential, as well as using Lifelong Guideline skills such as Respect, Responsibility and Effort. Teachers at Edison use a caring, yet structured approach in guiding and facilitating student learning and achievement.
- The Edison community takes care of others: Our school, district and community all support the idea that Everyone Belongs Here. Through programs such as Soul Shoppe, PBIS, and a strong Service Learning component, Edison students grow a strong sense of empathy and caring for others. Through use of Conflict Management and Restorative Practices, students can always feel heard and respected.
- The Edison community takes care of our school, community and our world: Our school's strong volunteer base, including PTA and its numerous active committees, School Site Council, Dad's Club and individual volunteers put in thousands of hours each year in building a positive and rich school environment for our students to learn in. The school's Go Green Team helps raise awareness of how we all can minimize our impact on the environment. And many other groups work tirelessly at efforts in growing a positive school climate.

Each day, I look forward to working with the Edison staff, students, families and community to build on the great accomplishments that the school has already undertaken.

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

Edison School is a neighborhood school nestled in an urban school setting. It includes approximately 470 students in grades kindergarten through fifth, a committed staff, and a robust Parent Teacher Association. It is a close-knit community of dedicated staff and supportive parents who work together to ensure all our students thrive as caring, prepared citizens.

The staff is made up of highly dedicated individuals with many years of experience in teaching. Edison's staff is comprised of extremely dedicated and talented individuals. All of our teachers work tirelessly and go above and beyond their duties, such as serving on the site Leadership Team, the school wide Positive Behavior Intervention and Support (PBIS) team or implementing the district's waste-reduction initiative. At each grade level, teachers work together to align their practices and develop lessons that meet the needs of our varied learners. Edison students care about each other and the world around them. They strive to uphold our school-wide rules and they follow the Lifelong Guidelines and Lifeskills.



Alameda Unified School District

2060 Challenger Drive

Alameda, CA 94501

(510) 337-7000

<http://www.alameda.k12.ca.us>

District Governing Board

Mialisa Bonta

President

Jennifer Williams

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Heather Little

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District Administration

Pasquale Scuderi

Superintendent

Sara Stone

Chief Academic Officer

Shariq Khan

Chief Business Officer

Timothy Erwin

Chief Human Resources Officer

Kirsten Zazo

Chief Student Support Officer

Our Socioemational Learning program, Soul Shoppe, incorporates learning opportunities monthly as well as a conflict mediator program and parent information nights, to provide a positive impact on students in growing our positive school climate. Our goal is to promote the ideas of empathy, inclusion, celebration of diversity, and lifelong learning. Our PBIS program supports students with articulation of clear expectations in all aspects of school, positive reinforcement for students in exhibiting these expectations, and recognitions and celebrations that support these goals. Students demonstrate leadership by participating in Service Learning activities such as lunch waste monitors, Junior Coaches, and Kindergarten buddies. In addition to these, numerous other programs and initiatives help to promote a positive school climate and rich culture.

Edison’s success is strengthened by our close partnership with our robust Parent Teacher Association, which engages in generous, ongoing fundraising and extensive volunteerism. Every day, the school is filled with parents, grandparents and guardians who support our work in the classrooms. Whether facilitating small reading groups, participating as garden and/or art docent, fundraising to support school-wide efforts such as classroom technology or counseling support, funding a kindergarten music teacher, or organizing our annual Readathon, Edison’s volunteers make a huge difference at our school.

About the SARC

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF webpage at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

2019-20 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	77
Grade 1	80
Grade 2	76
Grade 3	75
Grade 4	77
Grade 5	82
Total Enrollment	467

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.1
American Indian or Alaska Native	0.2
Asian	15.8
Filipino	1.7
Hispanic or Latino	13.1
Native Hawaiian or Pacific Islander	0.6
White	43.5
Two or More Races	18.8
Socioeconomically Disadvantaged	11.8
English Learners	9.6
Students with Disabilities	10.9
Homeless	0.2

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Credentials for Edison Elementary	18-19	19-20	20-21
With Full Credential	22	24	23
Without Full Credential	1	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Alameda Unified	18-19	19-20	20-21
With Full Credential	♦	♦	409
Without Full Credential	♦	♦	18
Teaching Outside Subject Area of Competence	♦	♦	8

Teacher Misassignments and Vacant Teacher Positions at Edison Elementary School

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	0	0
Vacant Teacher Positions	1	1	0

Note: “Misassignments” refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.

*Total Teacher Misassignments includes the number of Misassignments of Teachers of English Learners.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2020-21)

Textbooks and Instructional Materials

Year and month in which data were collected: November 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc./Great Minds The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
History-Social Science	Pearson/Scott Foresman (2003) K-5 Series including Our Community, Our California, Our Nation We are currently in the process of adopting new materials for our K-5 Social Studies/History program. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Health	Family Life Grade 5 (2006) Toolbox Social Emotional Learning Program (2019) Physical Education District crafted program based on California State Standards We are currently in the process of adopting new materials for our K-5 Health Program. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming. The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements (Most Recent Year)

Edison has been modernized with a new front office, staff lounge, new windows, and a new boiler. The play yard has a new coat of slurry. The school is clean.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month in which data were collected: 8/6/2020

System Inspected	Repair Status	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	PC1 PC4: Asphalt needs repair near play structure.
Overall Rating	Exemplary	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
ELA	75	N/A	66	N/A	50	N/A
Math	75	N/A	58	N/A	39	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and High School

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 18-19	School 19-20	District 18-19	District 19-20	State 18-19	State 19-20
Science	65	N/A	48	N/A	30	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

Note: The new California Science Test (CAST) was first administered operationally in the 2018-2019 school year.

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of physical education.

2019-20 Percent of Students Meeting Fitness Standards

Grade Level	4 of 6	5 of 6	6 of 6
5	N/A	N/A	N/A
7	N/A	N/A	N/A
9	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-56-20 was issued which waived the requirement to administer the physical fitness performance test for the 2019-2020 school year.

CAASPP Test Results in Science by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

CAASPP Test Results in ELA by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

**CAASPP Test Results in Mathematics by Student Group
Grades Three through Eight and Grade Eleven (School Year 2019-2020)**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	N/A	N/A	N/A	N/A	N/A
Male	N/A	N/A	N/A	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A
Black or African American	N/A	N/A	N/A	N/A	N/A
American Indian or Alaska Native	N/A	N/A	N/A	N/A	N/A
Asian	N/A	N/A	N/A	N/A	N/A
Filipino	N/A	N/A	N/A	N/A	N/A
Hispanic or Latino	N/A	N/A	N/A	N/A	N/A
Native Hawaiian or Pacific Islander	N/A	N/A	N/A	N/A	N/A
White	N/A	N/A	N/A	N/A	N/A
Two or More Races	N/A	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged	N/A	N/A	N/A	N/A	N/A
English Learners	N/A	N/A	N/A	N/A	N/A
Students with Disabilities	N/A	N/A	N/A	N/A	N/A
Students Receiving Migrant Education Services	N/A	N/A	N/A	N/A	N/A
Foster Youth	N/A	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A	N/A

Note: Cells with N/A values do not require data.

Note: The 2019-2020 data are not available. Due to the COVID-19 pandemic, Executive Order N-30-20 was issued which waived the requirement for statewide testing for the 2019-2020 school year.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site

Opportunities for Parental Involvement (School Year 2020-21)

Edison Elementary greatly benefits from supportive parents, guardians and community members who get involved in a variety of activities. We encourage volunteering and community service through a Volunteer Recognition program, where we appreciate volunteers at an event near the end of the school year. Volunteers serve as room parents, field trip chaperones, art or garden docents, reading group leaders, noon supervisors, Motor Fitness trainers, or by being "Lunch Buddies", amongst other roles. Parents also actively participate in School Site Council, English Learner Advisory Committee, and PTA.

The Edison PTA coordinates volunteer and fund-raising activities and sponsors community-building activities throughout the year such as Fall Festival, Book Fair, Walk and Roll to School Day, the annual Readathon, and much more. Edison also has a Dad's Club that hosts a variety of activities. The school partners with PTA in promoting greater diversity and inclusion. This includes intentional activities aimed at including each of our stakeholders, to honor and celebrate diversity, and to establish a community of respect. Many parents contribute additional funds through our Direct Donation PTA program or through Alameda Education Foundation's classroom adoptions, in order to provide money beyond what is available from state and federal allocations. We ask all parents to attend Back To School Night, special events and concerts, and parent-teacher conferences. We love our volunteers! To volunteer at our school, please contact us at (510) 748- 4002 and ask for Nicci Woodward, Office Manager or visit our school website at <http://edison.alamedausd.ca.schoolloop.com>. Volunteers are also encouraged to sign-up online with Edison's PTA at www.edisonpta.org.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety.

School Safety Plan (School Year 2020-2021)

Safety is a primary concern at Edison. The school strives to remain in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. Staff and parent volunteers monitor the school grounds before school, at recesses, at lunchtime, and at dismissal. Kindergarten students have a designated play area and a fifth grade Kindergarten Buddy program to help ensure their safe play. All visitors must sign in at the office, where they receive a visitor’s badge.

Teachers regularly review the rules for safe, respectful and responsible behavior with students through our Positive Behavior Intervention and Support (PBIS) program. This includes review of student expectations in each area of the school several times each year, enforcement of these expectations, and frequent recognition of students exhibiting the expected behaviors. Additionally, the Soul Shoppe SEL program promotes a positive school climate through explicit instruction on problem solving and conflict mediation strategies. Edison also has a structured recess program that promotes students being active in a variety of game options, as well as structured procedures for playing each game and a conflict resolution process for when disputes arise. A school counseling intern, funded by the Edison PTA, works with small groups of students to develop social skills, manage anger and frustration, and build friendships.

School staff revises the Site Safety Plan annually. The plan includes procedures for emergencies such as fire, earthquake, critical incident lockdown, intruders, and shelter-in-place. The Safety Plan is shared and reviewed with all staff during regular professional development and all classrooms have a stocked emergency bag. We practice monthly emergency drills, including annually practicing search and rescue, first aid, and parent release scenarios. We have enough emergency supplies, equipment, and rations stored on site for three days.

Suspensions and Expulsions

(data collected between July through June, each full school year respectively)

Rate	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Suspensions	1.0	0.8	2.9	2.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.1	0.1

Suspensions and Expulsions for School Year 2019-2020 Only

(data collected between July through February, partial school year due to the COVID-19 pandemic)

Rate	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.6	1.3	
Expulsions	0.0	0.0	

Note: The 2019-2020 suspensions and expulsions rate data are not comparable to prior year data because the 2019-2020 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-2020 school year compared to prior years.

D. Other SARC Information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Ratio of Pupils to Academic Counselor (School Year 2019-2020)

Title	Ratio
Academic Counselor*	0

*One full time equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California’s new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California’s diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Student Support Services Staff (School Year 2019-2020)

Title	Number of Full-Time Equivalent (FTE)
Counselor (Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.4
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.5

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2017-18 Average Class Size	2017-18 # of Classes*			2018-19 Average Class Size	2018-19 # of Classes*			2019-20 Average Class Size	2019-20 # of Classes*		
		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+		Size 1-20	Size 21-32	Size 33+
K	21	1	3		21	1	3		25		3	
1	25		3		25		3		25		3	
2	25		3		25		3		24		3	
3	25		3		24		3		25		3	
4	32		2		32		2		31		2	
5	25	1	3		31		3		31		2	
Other**					8	1			16	2	1	

*Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Professional Development (Most Recent Three Years)

Measure	2018-19	2019-20	2020-21
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	

Edison School's professional development is aligned to the following AUSD Priority Teacher Practices: 1) Use grade-level priority standards, text, and tasks for Tier I instruction. 2) Design frequent student talk opportunities that support meaning-making, critical thinking, writing and academic language practice in service of grade-level standards. 3) Build positive relationships with and among our students to create conditions for learning. 4) Anti-Racist Instruction - Use of protocols and practices to provide equitable learning opportunities for all students. Areas were determined using assessment data, student and staff survey data and district focal areas.

There are several professional development opportunities offered via schoolwide staff sessions, grade-level collaboration, as well as cross-site and district wide opportunities. Site professional developments are scheduled during the 3rd and 4th Wednesdays of each month from 1:40-3:10 pm. The site's Instructional Leadership team sets the agenda for the 3rd Wednesdays, and gives input on the district plan for 4th Wednesday sessions. These are facilitated and supported by the school's Principal, Intervention Lead teacher and a district Instructional Coach. Professional Development topics included: Writing assessment calibration, Math Literacy, ELD implementation, use of data to guide instruction, socioemotional learning, Culturally Relevant Practices and Anti-Racist work, and instructional equity. All staff attended a week-long conference prior to the start of school, as developed by the school district. Teachers are supported in their professional growth in numerous ways throughout the year including working with the instructional coach, coaching from the site principal and site teacher specialists, site-based professional development during staff meetings and collaboration times, and outside professional conferences.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$51,966	\$49,782
Mid-Range Teacher Salary	\$72,867	\$76,851
Highest Teacher Salary	\$95,138	\$97,722
Average Principal Salary (ES)	\$106,679	\$121,304
Average Principal Salary (MS)	\$129,891	\$128,629
Average Principal Salary (HS)	\$133,136	\$141,235
Superintendent Salary	\$230,000	\$233,396

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	34.0	33.0
Administrative Salaries	6.0	6.0

* For detailed information on salaries, see the CDE Certificated Salaries & Benefits webpage at www.cde.ca.gov/ds/fd/cs/.

Types of Services Funded

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 time 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 (Rtl) 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 me 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, continued work on our PBIS program, and focused staff Professional Development regarding best practices in Literacy, Math and English Language Development instruction.

FY 2018-19 Expenditures Per Pupil and School Site Teacher Salaries

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$12,156.62	\$3,982.30	\$8,174.32	\$76,118.62
District	N/A	N/A	\$8,905.50	\$77,156
State	N/A	N/A	\$7,750	\$79,209

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	-8.6	-1.4
School Site/ State	5.3	-4.0

Note: Cells with N/A values do not require data.