Edison Elementary School
2021 School Accountability Report Card

General Information about the School Accountability Report Card (SARC)

SARC Overview	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 www.cde.ca.gov/ta/ac/sa/ For more information about the LCFF or the LCAP, see the CDE LCFF web page at 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.
DataQuest	DataQuest is an online data tool located on the CDE DataQuest web page at 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) 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.
Internet Access	Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

2021-22 School Contact Information

School Name	Edison Elementary School
Street	2700 Buena Vista Ave.
City, State, Zip	Alameda, CA 94501
Phone Number	(510) 748-4002
Principal	Gregory Sahakian
Email Address	gsahakian@alamedaunified.org
School Website	https://edison-alamedausd-ca.schoolloop.com/
County-District-School (CDS) Code	01611196090013

2021-22 District Contact Information

District Name	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org

2021-22 School Overview

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, as referenced in the school's vision statement "Edison Elementary School is an inclusive community of learners committed to developing responsible, well-rounded citizens through the acquisition of academic and social skills". The entire school community undertakes efforts 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 Toolbox, PBIS, and a strong Service Learning component, Edison students grows a strong sense of empathy and caring for others. Through use of Conflict Management and Restorative Practices, student 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.

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 sites Leadership Team, the Schoolwide 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 life skills.

Our Socioemotional Learning program, Toolbox, gives students common language and skills in using "tools" to address problems that arise, to promote resiliency and problem solving for students in growing our positive school climate. Our goal is

2021-22 School Overview

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 this School

2020-21 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	73
Grade 1	79
Grade 2	78
Grade 3	75
Grade 4	79
Grade 5	74
Total Enrollment	458

2020-21 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	46.7
Male	53.3
American Indian or Alaska Native	0.2
Asian	16.6
Black or African American	2.2
Filipino	2
Hispanic or Latino	15.1
Native Hawaiian or Pacific Islander	0.7
Two or More Races	18.8
White	40.4
English Learners	9.4
Homeless	0.2
Socioeconomically Disadvantaged	11.4
Students with Disabilities	11.1

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

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	23.0	94.7	448.7	83.2	228366.1	83.1
Intern Credential Holders Properly Assigned	0.0	0.0	9.4	1.8	4205.9	1.5
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.1	4.9	48.9	9.1	11216.7	4.1
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.1	0.4	17.8	3.3	12115.8	4.4
Unknown	0.0	0.0	14.2	2.6	18854.3	6.9
Total Teaching Positions	24.3	100.0	539.2	100.0	274759.1	100.0

Note: The data in this table is based on Full Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned to based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2020-21 Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21
Permits and Waivers	1.1
Misassignments	0.0
Vacant Positions	0.0
Total Teachers Without Credentials and Misassignments	1.1

2020-21 Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21
Credentialed Teachers Authorized on a Permit or Waiver	0.0
Local Assignment Options	0.1
Total Out-of-Field Teachers	0.1

2020-21 Class Assignments

Indicator	2020-21
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.0
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	5.5

2021-22 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected	October 2021

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Collaborative Literacy Suite, Center for the Collaborative Classroom (CCC), 2016 Includes Being a Reader, Being a Writer, and Making Meaning programs	Yes	0
Mathematics	Eureka Math (2013) - Grades K-5 - Josey-Bass/Common Core Inc,/Great Minds	Yes	0
Science	Full Option Science System (FOSS) Adopted in 2007 and updated in 2014	Yes	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.	Yes	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.	Yes	0
Visual and Performing Arts	We use the VAPA standards to guide our arts programming.	No	0

School Facility Conditions and Planned Improvements

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.

Year and month of the most recent FIT report	11/2/2021

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			Media Center: Gutter needs to be snaked, ceiling has signs of water intrusion.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

Overall Facility Rate

Exemplary	Good	Fair	Poor
X			

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 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).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

SARC Reporting in the 2020-2021 School Year Only
Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options
Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative test suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

The 2020-2021 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-2021 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-2021 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-2021 school year to other school years.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
English Language Arts/Literacy (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A
Mathematics (grades 3-8 and 11)	N/A	N/A	N/A	N/A	N/A	N/A

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	227	NT	NT	NT	NT
Female	107	NT	NT	NT	NT
Male	120	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	36	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	32	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	54	NT	NT	NT	NT
White	94	NT	NT	NT	NT
English Learners	22	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	28	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	NT	NT	NT	NT

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	227	NT	NT	NT	NT
Female	107	NT	NT	NT	NT
Male	120	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	36	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	32	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	--	NT	NT	NT	NT
Two or More Races	54	NT	NT	NT	NT
White	94	NT	NT	NT	NT
English Learners	22	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	--	NT	NT	NT	NT
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	28	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	31	NT	NT	NT	NT

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	227	214	94.3%	5.7%	78.5%
Female	107	107	100.0%	0.0%	78.5%
Male	120	107	89.2%	10.8%	78.5%
Asian	31	31	100.0%	0.0%	74.2%
Black or African American	6				
Filipino	4				
Hispanic or Latino	32	28	87.5%	12.5%	60.7%
Native Hawaiian or Pacific Islander	1				

Two or More Races	48	46	95.8%	4.2%	76.1%
White	94	91	96.8%	3.2%	87.9%
English Learners	22	22	100.0%	0.0%	40.9%
Homeless	2				
Military	4				
Socioeconomically Disadvantaged	6				
Students with Disabilities	31	23	74.2%	25.8%	34.8%

*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.

All Students	227	212	93.4%	6.4%	56.1%
Female	107	104	97.2%	2.8%	55.8%
Male	120	108	90.0%	10.0%	56.5%
Asian	31	31	100.0%	0.0%	58.1%
Black or African American	6				
Filipino	4				
Hispanic or Latino	32	27	84.4%	15.6%	37.0%
Native Hawaiian or Pacific Islander	1				
Two or More Races	48	46	95.8%	4.2%	58.7%
White	94	90	95.7%	4.3%	60.0%
English Learners	22	21	95.5%	4.5%	47.6%
Homeless	2				
Military	4				
Socioeconomically Disadvantaged	6				
Students with Disabilities	31	22	71.0%	29.0%	13.6%

*At or above the grade-level standard in the context of the local assessment administered.

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

The 2019-2020 data cells with N/A values indicate that the 2019-2020 data are not available due to the COVID-19 pandemic and resulting summative testing suspension. The Executive Order N-30-20 was issued which waived the assessment, accountability, and reporting requirements for the 2019-2020 school year.

For any 2020-2021 data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Subject	School 2019-20	School 2020-21	District 2019-20	District 2020-21	State 2019-20	State 2020-21
Science (grades 5, 8 and high school)	N/A	NT	N/A	NT	N/A	28.72

2020-21 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. For any data cells with N/T values indicate that this school did not test students using the CAASPP Science.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	70	NT	NT	NT	NT
Female	33	NT	NT	NT	NT
Male	37	NT	NT	NT	NT
American Indian or Alaska Native	0	0	0	0	0
Asian	--	NT	NT	NT	NT
Black or African American	--	NT	NT	NT	NT
Filipino	--	NT	NT	NT	NT
Hispanic or Latino	13	NT	NT	NT	NT
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	NT	NT	NT	NT
White	38	NT	NT	NT	NT
English Learners	--	NT	NT	NT	NT
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	--	NT	NT	NT	NT
Socioeconomically Disadvantaged	--	NT	NT	NT	NT
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	NT	NT	NT	NT

B. Pupil Outcomes

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 area of physical education.

2020-21 California Physical Fitness Test Results

Due to the COVID-19 crisis, the Physical Fitness Test was suspended during the 2020-2021 school year and therefore no data are reported and each cell in this table is populated with "N/A."

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
Grade 5	N/A	N/A	N/A
Grade 7	N/A	N/A	N/A
Grade 9	N/A	N/A	N/A

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 regarding the school district and at each school site.

2021-22 Opportunities for Parental Involvement

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. It's Go Green committee has been a driving force in environmental education in the district, recently earning the school a California Green Ribbon Certification and a National Green Ribbon nomination. 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.

2020-21 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	467	460	17	3.7
Female	217	213	6	2.8
Male	250	247	11	4.5
American Indian or Alaska Native	1	1	0	0.0
Asian	78	76	0	0.0
Black or African American	10	10	5	50.0
Filipino	10	9	0	0.0
Hispanic or Latino	70	70	6	8.6
Native Hawaiian or Pacific Islander	3	3	0	0.0
Two or More Races	88	86	1	1.2
White	188	186	4	2.2
English Learners	51	51	0	0.0
Foster Youth	0	0	0	0.0
Homeless	1	1	0	0.0
Socioeconomically Disadvantaged	58	58	10	17.2
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	57	57	7	12.3

C. Engagement

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

Suspensions and Expulsions

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2018-19	School 2020-21	District 2018-19	District 2020-21	State 2018-19	State 2020-21
Suspensions	0.82	0.00	2.62	0.09	3.47	0.20
Expulsions	0.00	0.00	0.01	0.00	0.08	0.00

This table displays suspensions and expulsions data collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-2020 suspensions and expulsions rate data are not comparable to other 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 other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.62	1.63	2.45
Expulsions	0.00	0.02	0.05

2020-21 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.00	0.00
Female	0.00	0.00
Male	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.00	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2021-22 School Safety Plan

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 Toolbox 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. These procedures can be found on the school's website, under Emergency Procedures. 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.

D. Other SARC Information

Information Required in the SARC

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

2018-19 Elementary Average Class Size and Class Size Distribution

This table displays the 2018-19 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	21	1	3	
1	25		3	
2	25		3	
3	24		3	
4	32		2	
5	31		3	
6				
Other	8	1		

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	25		3	
1	25		3	
2	24		3	
3	25		3	
4	31		2	
5	31		2	
6				
Other	16	2	1	

2020-21 Elementary Average Class Size and Class Size Distribution

This table displays the 2020-21 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	13	3	3	
1	19	2	2	
2	19	1	3	
3	10	4	3	
4	26	1	2	
5	14	2	3	
6				
Other	5	3		

2020-21 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. 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.

Title	Ratio
Pupils to Academic Counselor	

2020-21 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. 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.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0
Library Media Teacher (Librarian)	.82
Library Media Services Staff (Paraprofessional)	0
Psychologist	0
Social Worker	0
Speech/Language/Hearing Specialist	0
Resource Specialist (non-teaching)	1.6
Other	0.5

2019-20 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2019-20 expenditures per pupil and average teach salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$13,981.90	$5,905.26	$8,076.63	$82,496.60
District	N/A	N/A	$8,307.20	$78,844
Percent Difference - School Site and District	N/A	N/A	-2.8	4.5
State			$8,444	$81,044
Percent Difference - School Site and State	N/A	N/A	-4.4	1.8

2020-21 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 (RtI) model into our instructional practices. At each grade level, teachers work together to align their practices and develop lessons that meet the needs of our varied learners. Progress is monitored by classroom and district-wide formative assessments, including the use of Star 360 as an assessment management system in Grades K-5, as well as other measures. 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. As state SBAC assessments were not administered last year due to Distance Learning, most recent Star Reading and Math Assessments have 89.3% and 91.0% of students at proficiency in these subject areas, respectively. 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.

2019-20 Teacher and Administrative Salaries

This table displays the 2019-20 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$53,006	$51,029
Mid-Range Teacher Salary	$74,339	$78,583
Highest Teacher Salary	$97,088	$99,506
Average Principal Salary (Elementary)	$128,153	$124,576
Average Principal Salary (Middle)	$124,728	$131,395
Average Principal Salary (High)	$141,835	$144,697
Superintendent Salary	$230,000	$240,194
Percent of Budget for Teacher Salaries	35%	34%
Percent of Budget for Administrative Salaries	6%	6%

Professional Development

Edison School's professional development is aligned to the following AUSD Priority Teacher Practices: 1) Use grade-level priority standards, text, and tasks for Small Group, 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) Culturally Responsive Teaching - 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 development sessions take place during staff meetings and district professional development days. The site's Instructional Leadership team sets the agenda for staff meeting and professional development sessions. These are facilitated and supported by the school's Principal, Intervention Lead teacher and a district Instructional Coach. Professional Development topics included: Small Group Instruction, Student Talk Routines, ELD implementation, use of data to guide instruction, socioemotional learning, Culturally Responsive Teaching and Anti-bias work, and instructional equity. All staff attended 2 Staff Development Days prior to the start of school and 2 during the school year 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.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2019-20	2020-21	2021-22
Number of school days dedicated to Staff Development and Continuous Improvement	4	4	4

Alameda Unified School District
2020-21 Local Accountability Report Card (LARC) Addendum

Local Accountability Report Card (LARC) Addendum

2020-21 Local Accountability Report Card (LARC) Addendum Overview

On July 14, 2021, the California State Board of Education (SBE) determined that the California Department of Education (CDE) will use the SARC as the mechanism to conduct a one-time data collection of the LEA-level aggregate test results of all school's local assessments administered during the 2020–2021 school year in order to meet the federal Every Students Succeeds Act (ESSA) reporting requirement for the Local Educational Agency Accountability Report Cards (LARCs).

Each local educational agency (LEA) is responsible for preparing and posting their annual LARC in accordance with the federal ESSA. As a courtesy, the CDE prepares and posts the LARCs on behalf of all LEAs.

Only for the 2020–2021 school year and the 2020–2021 LARCs, LEAs are required to report their aggregate local assessments test results at the LEA-level to the CDE by populating the tables below via the SARC. These data will be used to meet the LEAs' federal requirement for their LARCs. Note that it is the responsibility of the school and LEA to ensure that all student privacy and suppression rules are in place when reporting data in Tables 3 and 4 in the Addendum, as applicable.

The tables below are not part of the SBE approved 2020–2021 SARC template but rather are the mechanism by which these required data will be collected from LEAs.

For purposes of the LARC and the following tables, an LEA is defined as a school district, a county office of education, or a direct funded charter school.

2021-22 District Contact Information

District Name	Alameda Unified School District
Phone Number	(510) 337-7000
Superintendent	Pasquale Scuderi
Email Address	pscuderi@alamedaunified.org
District Website Address	https://www.alamedaunified.org

2020-21 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15	99.85	--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

2020-21 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment. The CDE will populate this table for schools in cases where the school administered the CAASPP assessment. In cases where the school administered a local assessment instead of CAASPP, the CDE will populate this table with "NT" values, meaning this school did not test students using the CAASPP. See the local assessment(s) table for more information.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	4634	3	0.06	99.94	--
Female	2272	1	0.04	99.96	--
Male	2360	2	0.08	99.92	--
American Indian or Alaska Native	13	0	--	100.00	--
Asian	1258	0	0.00	100.00	--
Black or African American	264	0	0.00	100.00	--
Filipino	203	0	0.00	100.00	--
Hispanic or Latino	748	1	0.13	99.87	--
Native Hawaiian or Pacific Islander	23	0	0.00	100.00	--
Two or More Races	800	0	0.00	100.00	--
White	1325	2	0.15		--
English Learners	449	0	0.00	100.00	--
Foster Youth	14	0	0.00	100.00	--
Homeless	62	0	0.00	100.00	--
Military	82	0	0.00	100.00	--
Socioeconomically Disadvantaged	1250	1	0.08	99.92	--
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	616	3	0.49	99.51	--

2020-21 Local Assessment Test Results in ELA by Student Group

This table displays Local Assessment test results in ELA by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.

2020-21 Local Assessment Test Results in Math by Student Group

This table displays Local Assessment test results in Math by student group for students grades three through eight and grade eleven. LEAs/schools will populate this table for schools in cases where the school administered a local assessment. In cases where the school administered the CAASPP assessment, LEAs/schools will populate this table with "N/A" values in all cells, meaning this table is Not Applicable for this school.
*At or above the grade-level standard in the context of the local assessment administered.