

Santa Ana Unified School District
Single Plan for Student Achievement
Summary
2015-16



Thomas A. Edison Elementary Academy

Superintendent
Rick Miller, Ph.D.

Board of Education

John Palacio – Board President • Rob Richardson–Vice President
Valerie Amezcua – Clerk • José Alfredo Hernández, J.D. – Member • Cecilia “Ceci” Iglesias – Member

**Thomas A. Edison Elementary Academy
Vision Statement**

The 4 E's of Edison's Vision:

Educate all children to meet state standards

Enrich intellectual, social, and physical growth

Engage staff and parents through mutual collaboration

Empower all students to be life-long learners and productive members of our community to accomplish their goals in life

**Thomas A. Edison Elementary Academy
Mission Statement**

Edison Elementary Academy is dedicated to high academic achievement through standards-based instruction and assessment-driven planning which addresses the educational and language needs of all students through collaboration between school staff, parents, and the school community in order to develop students who have a life-long love of learning and who are well prepared to accomplish their goals in life.

School Profile

Enrollment/Demographic Data

School Enrollment Trends

Grades	2012-13	2013-14	2014-15
K	95	91	113
1	127	110	100
2	120	120	111
3	99	99	102
4	85	83	98
5	111	83	82

Percent Actual Attendance

2012-13	2013-14	2014-15
97.12	96.94	96.54

**Student Demographic
by Ethnicity**

	2013-14	2014-15
American Indian or Alaska Native	3 (0.51%)	3 (0.5%)
Asian	4 (0.68%)	5 (0.8%)
Pacific Islander	0 (0%)	0 (0.0%)
Filipino	0 (0%)	1 (0.2%)
Hispanic or Latino	577 (98.46%)	592 (97.7%)
African American	1 (0.17%)	0 (0.0%)
White (not Hispanic)	1 (0.17%)	5 (0.8%)
Multiple or No Response	0 (0%)	0 (0.0%)
Total Enrollment	586	606

Student Achievement Goals

Goal I: Vision and Standards: High Expectations, Culture and Leadership

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

LCAP Goal 2: Students will have equitable access to a high quality curricular and instructional program that is accessible from school and home.

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: By June 2016, all school stakeholders will collaborate to improve student values, student abilities, access to technology, and academic proficiency so that students demonstrate that they are prepared to become productive citizens in the 21st century by working to improve Edison's school culture (using PBIS, the Leader in Me program, and the Playworks program) and Edison's learning environment as measured by the effectiveness of the instructional program, the assessment results, the participation in the Leader in Me program and activities, the participation in the Playworks program and activities, the increase in number of students who are proficient and advanced in academic subjects, and the effectiveness of the collaboration of administration, teachers, parents, and students.

Actions to improve school culture, collaboration, and leadership

- All staff members share high expectations for all students and are held accountable for enhancing student learning and leadership by promoting a climate of caring and nurturing. All meetings, including staff meetings, collaboration meetings, instructional leadership meetings, staff advisory meetings, safety committee meetings, data analysis meetings, curriculum meetings, and planning meetings focus on high expectations, student learning, and student leadership.
- All students are held accountable for maintaining high standards of student conduct and attendance to enhance the quality of instruction. Teachers, administration and/or support staff meet with parents to review behavior and/or attendance. Therapists/counselors meet with students to counsel and to teach strategies for maintaining good behavior and for making good choices.
- A safe, clean, and orderly school environment is expected and maintained by all stakeholders as described in the School Safety Plan. Supervisors will ensure the safety of students (who wear lanyards for identification) attending before school and after school intervention programs and participating in extra-curricular programs and leadership projects.
- As categorical money and other sources of funds become available, additional staff members, consultants from outside agencies, and/or additional funds necessary to support and administer academic programs, school projects, and school activities are funded, including funding for certificated staff and classified staff to participate on special assignments and projects, including intervention, leadership activities, extra-curricular activities, PBIS activities and projects, and student supervision (including supervisors who provide supervision before, during, and after school when students are arriving for/leaving from intervention, extra-curricular activities, and leadership projects; during kindergarten recess, and before school at the loading zone).
- Vision and mission statements are posted. All school decisions are based on these statements.
- As funds become available, student achievement, attendance, and good behavior will be recognized and rewarded in a variety of ways including certificates, buttons, pins, rewards, and privileges.
- Parent meetings will provide resources, information and training in developing leadership, fostering motivation, academic standards, and technology as well as a venue to improve parent-school relationships.
- Projects, leadership activities, and extra-curricular activities will be supported including activities to develop leadership and positive behavior (PBIS) in all school roles, all school activities, and functions.
- Provide substitutes to release teachers or funds to compensate teachers and classified staff for a variety of leadership, learning, and planning opportunities including data chats, data analysis, planning intervention, developing the Single Plan for Student Achievement, implementation of the Playworks program, continued implementation of the Leader in Me program and PBIS, advisers to the Leadership Council and extra-curricular groups/projects, assessment, collaboration, curricular planning, and staff development. As funds become available, provide Illuminate, an on-line data storage system, which will provide the tools needed to analyze state and local data, teacher created tests, and demographic information together in one location. Illuminate tools allow sites the ability to analyze state, district, and classroom assessment data against demographic and administrative data to create effective instructional programs for students. Illuminate facilitates secure access and interaction with student data so school personnel can identify students' areas of need and develop a plan for improving achievement.
- Provide printing, and mailing costs for parent bulletins and flyers and other materials.

Actions to provide extended learning opportunities both curricular and extracurricular.

- All core curriculum material available for each student. Research-based supplementary materials for intervention and extension materials will be purchased as needed including printed materials.
- Focused interventions will be provided by classroom teachers, special education teachers, and classified staff before school, after

school, and during the school day as needed. Intervention teachers will work with small groups of at-risk students.

- Purchase instructional materials, incentives, motivational items, equipment leases, software and internet-based program licenses, and supplies to support classroom lessons/activities and extra-curricular groups/projects.
- As funds become available, field trips will be provided to foster increased schema/background knowledge and to improve vocabulary.
- As funds become available, provide funds/stipends for additional assignments such as leadership council advisers, leadership and or sports coach, extracurricular groups/projects advisers, advisers to interest groups, facilitator to behavior/social skills groups, and the SST coordinator who works with at-risk students, their parents, and their teachers in areas of need.

Actions to increase access to technology to support instruction.

- As funds become available, current technology, hardware, software, and equipment will be upgraded and new technology and equipment purchased to meet stakeholder needs and provide access to technology-based resources.
- As funds become available, technology staff development will be offered by site staff already trained in technology as well as by district personnel and /or trainers from outside agencies. Edison staff will be trained to use technology hardware, software, and web-based programs as needed.
- Provide access to the lesson plan resource bank for the Leader in Me to facilitate the implementation of the Leader in Me by purchasing a site license.
- Provide additional funding for instructional assistants to facilitate technology access and instruction in core areas, in intervention, for extra-curricular groups, and for special projects.
- Provide access to computer intervention programs and internet-based programs at school and at home including ST Math, Smarty Ants, and MyOn reading.
- As funds become available, Edison staff will update and refine the Edison school website to provide better communication to parents about school instruction and activities.

Actions to provide staff development and time for collaboration to improve instruction.

- On-going training is provided on the California State Standards, best-practices, Thinking Maps, technology, RALLI, The Leader in Me, AVID, parent training, PBIS, Playworks and other staff development offered by the district, the county, and/or outside agencies.
- The Instructional Leadership Team serves as the leadership team to propose and guide site decisions.
- Time is provided for grade level teams to collaborate on analyzing data and planning instruction.
- Staff development is provided to implement the California State Standards.

Goal IIa: Reading Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Edison students will demonstrate the reading and language arts proficiency required to succeed in college and career through rigorous instruction of demanding curriculum based on California State Standards.

Actions to increase appropriateness of instruction, increase alignment of instruction with standards, and increase student engagement.

- All teachers and instructional assistants will use core curriculum materials supported by supplementary materials and research-based intervention programs to insure all students read and comprehend at grade level.
- District pacing and standards-alignment documents will be used in all classrooms. Instructional focus will be adjusted based on student data.
- DIBELS Next, MAP, Renaissance, and District Extended Response assessments administered to assess reading achievement. RESULTS assessments and other kinder assessments are given before kindergarten students enter school as well as during the school year.
- Language! intervention texts and materials are used for intervention as necessary.
- Staff development will be provided on the California State Standards.

Actions to provide extended learning opportunities to support reading achievement.

- Students needing intervention will participate in intervention instruction including extended day intervention block, small group instruction, fluency instruction, sight word instruction, PALS, SIPPS, Language! QuickReads, Smarty Ants, MyOn reading and/or Accelerated Reader. Classroom teachers, special education teachers, support staff, intervention teachers, instructional assistants and other educators will deliver intervention instruction. Supervisors will provide supervision for students arriving for and leaving from tutoring groups.
- Field trips will be provided to develop increased schema/background knowledge and vocabulary for non-fiction reading.

- All teachers have been trained to use depth and complexity icons to foster extended learning opportunities for all students.
- As funds become available, purchase materials to assist in reading instruction and intervention.

Actions to provide increased access to technology to support reading instruction.

- Instructional strategies and materials, including the use of computer programs and multimedia devices in all classrooms, will be used for students to access reading texts of a variety of genres and to actively engage students in the learning process.
- Computer programs including QuickReads, Smarty Ants, Accelerated Reader, Renaissance, MyOn Reading, Smarty Ants, MyOn Reading, and others will be used to help improve students' reading abilities. The Computer Instructional Assistant, other aides teaching intervention groups, and teachers teaching intervention groups will use technology to support student progress in reading.

Actions to provide staff development and collaboration time to support reading instruction.

- As funding becomes available, teachers will attend professional development in reading assessments, reading intervention and assessment, and best practices in reading instruction.
- Provide professional development in California State Standards.

Goal IIb: Writing Across the Curriculum

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Edison students will demonstrate writing proficiency for a variety of purposes and in a variety of genres to become effective writers. Students will write to explain their understanding of a topic, to make claims, and to give evidence to support their claims.

Actions to increase alignment of instruction with standards and increase student engagement.

- All students will be expected to compose clear, coherent, and focused writing products in all academic subjects. Thinking Maps will be used to help support the writing process.
- Staff development will be provided in the California State Standards.
- Teachers will use rubrics and share scoring across the grade level to maintain consistency in their expectations. Students will use rubrics to self-monitor writing and to edit.
- Writing instruction will be purposeful, meaningful, and engaging.

Actions to provide opportunities for extended learning and intervention in writing.

- At-risk students will receive small group intervention during school, before school, and/or after school.
- Strategies, such as Thinking Maps, Depth and Complexity Icons, and rubrics, will be used to increase the rigor of writing instruction.
- As funds become available, purchase materials to assist in writing instruction and intervention.
- As funds become available, extracurricular clubs that engage the students in real-world, product-driven writing will be offered.

Actions to provide increased access to technology to support writing instruction.

- Students will use technology to produce word-processed documents and technology-based presentations appropriate to grade level standards.
- As funds become available, funds will be used to upgrade technology and software so that students are able to use up-to-date hardware and software to connect to websites and web-based documents and word processing.
- As funds become available, funds will be used to upgrade technology and software so that students are able to use up-to-date hardware and software to prepare product-driven writing and broadcast newscasts.

Actions to provide staff development and collaboration to support writing instruction.

- Teachers and instructional assistants will attend staff development in writing instruction to increase knowledge of and use of a variety of strategies including Write from the Beginning, Thinking Maps, word processing, PowerPoint, and using web-based documents.
- Teachers will work in collaborative teams to review and/or score student writing and to refine writing instruction.
- Provide staff development in California State Writing Standards.
- Provide opportunities for teachers and students to develop real world, product-driven writing skills.

Goal IIc: English Language Development

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: English language learners will demonstrate English language proficiency in reading, writing, listening and speaking appropriate to their grade level by meeting district criteria for reasonable fluency or for reclassification as evidenced District and/or State assessments. The number of students who have reasonable fluency will show a 10% increase from the baseline toward a goal of 65% being reclassified within 5 years.

Actions to increase instructional alignment with standards and rigor of instruction.

- All English language learners will participate in leveled groupings for ELD instruction.
- All English language learners are expected to succeed with grade-level-appropriate materials in all academic subjects with the scaffolding and differentiated instruction provided in classrooms and in small groups.

Actions to provide extended learning opportunities.

- Newcomers and other at-risk students will participate in small group instruction/intervention as needed.
- Provide intervention for English Language Learners who are not making adequate progress in their acquisition of English.
- Purchase materials to assist in ELD instruction and intervention.
- Provide curricular and extracurricular groups and activities that provide opportunities for real-world, product driven projects to foster growth and development of English including language skills and vocabulary.

Actions to provide increased access to technology to improve ELD instruction.

- Teachers will integrate technology into a variety of instructional strategies to provide enhanced visual support to actively engage English language learners in instruction.
- As funds become available, provide upgraded hardware and software to support curricular and extracurricular clubs, interest groups, and projects.

Actions to provide staff development to improve ELD instruction.

- Teachers and instructional assistants will continue to participate in a variety of professional development activities including structured language instruction, systematic ELD, GLAD, academic language training, technology training, and data analysis training to learn how to increase the rigor of English language development.
- Provide staff development in California State Standards.
- Provide focused staff development on best instructional practices for English language development.
- Provide opportunities for staff development in real-world, product-driven projects to increase student engagement in activities that will foster English language acquisition.

Goal IIId: Mathematics

LCAP Goal 1: Students will demonstrate the knowledge, skills, and values necessary to become productive citizens in the 21st century.

School Goal: Edison students will demonstrate the mathematical proficiency required to succeed in college and career through rigorous instruction of demanding curriculum based on California State Standards. Students will have increased access to technology at school and at home to support them in achieving performance gains goals in math.

Actions to increase alignment of instruction, strategies, and materials with math standards.

- All students are expected to become proficient on grade level mathematics.
- District pacing charts and blueprints will be used to regulate the pacing and instructional focus for mathematics. Pacing will be adjusted based on assessment results.
- Math MAP assessments will be administered three times per year.
- Instruction will be anchored in the California State Standards.

Actions to provide opportunities for extended learning in mathematics and increase student engagement.

- As funds become available, at-risk students will participate in small group instruction (in-class intervention/reteach groups) and/or before and after school intervention as needed. Supervisors will provide supervision before and after school as students are arriving or leaving from tutoring and before school at the loading zone.
- Mind Institute ST Math software is a non-language based method offering visual understanding of difficult math concepts through a series of computer activities and lessons. The language-independent software lessons reduce the language barrier to learning math. Students in grades K-5 will participate in the ST Math and ST Math Fluency intervention programs to increase conceptual understanding in mathematics as well as fluency in use of basic math facts.
- Purchase materials to assist in math instruction and intervention.

Actions to provide increased access to technology to improve mathematics instruction and student engagement.

- ST Math and ST Math Fluency will be used to supplement math instruction in grades K-5.
- Technology will be integrated into math instructional strategies to increase student engagement.

Actions to provide professional development to improve instruction in mathematics.

- Staff will attend professional development in best practices in mathematics instruction.
- Staff development in the California State Standards will be provided.

Goal III: Parent and Community: Partnerships for Student Learners

LCAP Goal 3: Students and staff will work in a healthy, safe, and secure environment that supports learning.

School Goal: Edison will increase parent and community involvement by providing opportunities for parents and community organizations, as appropriate, in the areas of parenting, communicating, volunteering, learning at home, decision making, collaborating with the community, relationship building, and leadership. Edison will support parents in fostering their children's achievement through activities such as attending parent teacher conferences, attending parent meetings, supporting school activities, participating in parent trainings, working on school events, collaborating on school projects, connecting with community organizations, and assisting in the office and classrooms. Parents will perceive Edison as a clean, safe, and productive environment as well as a place to find resources to support the well-being of Edison students and their families.

Building on parenting strengths

Actions to foster stronger parenting skills.

- Provide mid-trimester parent conferences for at-risk students as well as end of trimester conferences and report cards for all students to explain achievement levels and give parents ideas and strategies to improve student progress.
- Provide opportunities for training in parenting skills by grade level teams, support staff, curriculum specialists, consultants, and/or community liaison.
- Parents will be invited and encouraged to attend district-sponsored parent meetings, parent workshops, and parent fairs.
- As funds become available, provide translators at parent trainings and parent meetings to enable parents to understand information being shared.
- Provide the school newsletter with information on parenting tips and ideas.
- Provide parent training in The Leader in Me program and the seven leadership habits.

Communicating effectively

Actions to foster stronger two-way communication skills.

- Provide mid-trimester parent conferences for at-risk students as well as end of trimester conferences and report cards for all students to explain achievement levels so parents can better understand school curricula and grade level standards.
- Provide opportunities for parent training to grade level teams, support staff, curriculum specialists, consultants, and/or community liaison. Parent meetings and trainings are held to give parents information and training in standards, curriculum, behavior expectations, motivation, attendance, leadership, higher education, parenting, and community resources.
- All Edison staff will focus on welcoming, service-oriented interaction with parents and community members to help with questions, concerns, and/or requests. An open-door policy will be promoted by all Edison employees.
- An automated telephone system will provide information to parents and families about upcoming dates and activities.
- Provide translators at parent trainings and parent meetings to enable parents to understand information being shared.
- A bilingual monthly parent newsletter, as well as flyers, notices, and announcements will be sent home to inform parents of school activities and other school news.

- Student Success Team meetings are held to focus on areas of need and plan next-steps for at-risk students. As funds become available, a stipend will be provided for an SST facilitator.
- A to A Parent Attendance Meetings will be held to train and inform parents in student attendance expectations and to make plans for improved school attendance by students.

Organizing opportunities for volunteering

Actions to provide opportunities for volunteering.

- Parents, family members, high school and college students, and community members will be encouraged to participate as volunteers in the classrooms, the library, and on whole school projects and activities.
- Parents will be encouraged to attend meetings and participate on the School Site Council, the English Learners Advisory Committee, and the District English Learners Advisory Committee as well as other school and district committees.
- Parents will be encouraged to play active roles in school fundraising events and in the decision-making process of utilizing these funds.
- Parents and families will be encouraged to participate in community service projects and fundraisers.

Learning at home

Actions to foster learning at home.

- Teachers, support staff, administration, and consultants will provide workshops/training in strategies and learning activities to encourage a home learning environment and resources for parents to support their children in all areas of curriculum.
- As funds become available, provide parent training in The Leader in Me (seven leadership habits), PBIS, and GRIP so that leadership habits are fostered at home, positive behavior of children is encouraged and appropriate consequences given for misbehavior at home, and gang and drug activity is eliminated.
- As funds become available, provide home access to technology hardware, such as Chromebooks, to extend learning and provide home access to internet based intervention programs such as ST Math, Smarty Ants, and MyOn Reading.
- Provide Book Fairs to promote reading and learning at home.
- Provide family projects to enable parents and families to participate in activities based on the California State Standards.
- The instructional assistant for computers, teachers, and support staff will provide help and support to train parents in technology and troubleshoot device and login problems for home access.

Involving in decision making

Actions to foster parents and community members participation in decision making regarding school improvement and student success.

- Parents will be encouraged to attend meetings and participate on the School Site Council, the English Learners Advisory Committee, and the District English Learners Advisory Committee as well as other school and district committees.
- As funds become available, provide parent training in the seven leadership habits from The Leader in Me program so that parents internalize and then apply the leadership habits and become advocates for student success and school improvement.

Collaborating with the community

Actions to foster the development of collaboration skills in parents so they become empowered in their collaboration with the community.

- Provide a meeting place and opportunities for parents and families to participate in Girl Scouts and/or Boy Scouts.
- Provide appropriate referrals and access to community services for families and/or individuals in need.
- Site Homeless Designee will attend McKinney-Vento Meetings to gather information about community resources available for needy families and share the information with Edison staff and Edison families.
- Needy Edison families are referred to the Share Ourselves (SOS) program to receive holiday gifts and necessities.
- Needy families are identified and referred to Operation School Bell to receive uniforms and backpacks
- Students and/or families in need of counseling services are referred to appropriate agencies for counseling.

Building relationships

Actions to build trust and foster relationships between the school, families, and the community.

- Parents will be invited to attend Back to School Night to meet teachers and learn school expectations.
- Families will be invited to attend Open House to view student work and celebrate growth and achievement.
- Parents will be invited to attend awards assemblies at the end of each trimester that recognize student effort and achievement.
- Edison staff and administration will welcome parents and community to school and will have an open-door policy.
- Edison staff and administration will respond to all inquiries and requests in a timely manner.
- Edison will invite parents and families to a variety of presentations, performances, and sports events including music performances, holiday programs, weekly student news broadcasts, team sporting events, and a talent show.
- Edison will invite parents to Coffee with the Principal events which will include a tour of several classrooms.

Funding

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
Funds will be used to pay certificated employees who work on a variety of additional assignments to support underachieving students by planning for, supporting, providing, and/or administering academic programs and leadership development including extended day reading intervention (K-2), other intervention, staff development, data analysis, extracurricular activities, and Student Success Team processes. Funds will also be used to pay substitutes to release teachers for meetings including SSTs, Board of Review Meetings, and Data Meetings.	1000-1999: Certificated Personnel Salaries	Title I, Part A	19,000.00
Funds will be used to provide extra hours to instructional assistants for intervention support. Funds will be used to provide supervisions before, during, and after school as students are arriving for, participating in, or departing from intervention groups and extracurricular groups. Additional funds will be used to provide babysitting services during parent meetings.	2000-2999: Classified Personnel Salaries	Title I, Part A	19,000.00
Funds will be used to pay benefits for certificated and classified employees who work on a variety of additional assignments beyond their regular work responsibilities in order to enable underperforming students to improve their academic skills and leadership abilities.	3000-3999: Employee Benefits	Title I, Part A	4,551.23
Funds will be used to purchase books, materials, technology, and supplies which will be used to help underperforming students participate in enriched academic learning activities, intervention (including technology-based intervention), extracurricular activities, and school leadership projects and activities. Materials will also be purchased to assist in training parents in how to help their children improve academic achievement.	4000-4999: Books And Supplies	Title I, Part A	903.74
Funds will be used to pay for some services from outside agencies, including Playworks, which provides a community worker and trainers for parent workshops. These funds will also be used for staff development costs for conferences and training (such as AVID) and field trip costs.	5000-5999: Services And Other Operating Expenditures	Title I, Part A	30,150.00
Funds will be used for printed materials and printed workbooks.	5700-5799: Transfers Of Direct Costs	Title I, Part A	7,000.00
Funds will be used to pay for services from outside agencies, including Playworks, Padres Unidos, and Turning Point, which provide a number of personnel and/or services such as a leadership and sports coach, a community worker, trainers for parent workshops, and therapists for students struggling with social, emotional, and/or behavior issues. These funds will also be used to purchase licenses for The Leader in Me as well as on-line programs.	5800: Professional/Consulting Services And Operating Expenditures	Title I, Part A	42,250.00

State and Federal Funding			
Services provided by categorical funds to enable underperforming students to meet standards	Expenditure Type	Funding Source	2015-16 Budget
		Total	122,854.97