

Edison Elementary

515 East 6th Street • Ontario, Ca, 91764-1818 • 909-984-5618 • Grades K-8

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



Ontario-Montclair School District

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District Governing Board

Elvia M. Rivas- President

Kristen Brake- Vice President

Sonia Alvarado- Clerk

Sarah S. Galvez- Member

Flora Martinez- Member

District Administration

Dr. James Q. Hammond
Superintendent

School Description

Edison Academy of Differentiated Learning is one of thirty-two schools in the Ontario-Montclair School District. Edison is located in the northern portion of the district and serves students from Ontario and Upland. It is one of the smallest physical plants in the district and currently has fifteen portable classrooms in use in addition to the permanent buildings, bringing the total number of classrooms to thirty-one. Edison Elementary School received the Title I Academic Achievement Award in 2007, 2008, and 2009. Edison was chosen by the Campaign for Business and Education Excellence (CBEE) as 2017 and 2018 Honor Roll recipients. In addition, Edison received recognition as a Five Star School from the California Association of Gifted Learners in 2015 and became a Gold Ribbon School through the California Department of Education that same year. In 2017, 2018 and 2019 consecutively, Edison is recognized as a Positive Behavioral Intervention and Supports (PBIS) Gold School.

There are thirty classroom teachers and one full-time resource specialist at Edison. There are also two administrators including the principal and assistant principal. Local control and categorical funding provides for the support services of a librarian, and two mentors. Additional support is provided by the administrative assistant, the school office assistant, an additional part time office assistant, and health services assistant, two full time custodians and one part time custodian, three part time cafeteria workers and five noon aides. In addition, the district provides a physical education teacher and four physical education aides, an instrumental music teacher, a school nurse, a psychologist, a speech/language specialist, and a speech aide on a part-time basis. Students, staff, and parents work together to promote academic excellence. To prepare students socially, emotionally and academically, the development of self discipline and individual responsibility is essential. Edison School's programs are designed to focus on achievement through responsible learning. Academic goals for our students focus on the achievement of identified standards in reading, language arts and math, English proficiency for our English language learners, and the development of behaviors reflecting physical, social and emotional well-being.

Student progress is monitored by a variety of means. On a yearly basis, the CAASPP (California Assessment of Student Performance and Progress) provides data for third through eighth grade students. Edison also utilizes data from the common site and district assessments in reading, writing, and mathematics to plan for program improvements and develop school-wide focus areas. Teachers participate in data and planning meetings following assessments to discuss results and determine grade level practices and next steps. Edison is developing a multi-tier system of support to provide appropriate services to all students. School-wide programs include Reading Counts for all students and leadership opportunities for upper-grade students. We have an Elementary and Middle school sports program and participate in a variety of events including science fair, spelling bee, Read Across America, and Red Ribbon Week. We host trimester awards to recognize students for academic achievement, participation in extra-curricular activities, and attendance. Edison established a PBIS citizenship program called "Choose the Right Path" to promote positive behavior in motivating ways for students. Students are recognized weekly for Choosing the Right Path and demonstrating Respect, Responsibility, Honesty, and Integrity.

Decision making is guided by the following vision and mission at Edison Academy:

Vision: Empower all students to become successful citizens.

Mission: Through Innovative approaches to teaching and differentiated instruction, we will promote deep and complex thinking, responsibility, and collaboration.

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	93
Grade 1	74
Grade 2	79
Grade 3	97
Grade 4	105
Grade 5	106
Grade 6	113
Grade 7	62
Grade 8	49
Total Enrollment	778

2019-20 Student Enrollment by Group

Group	Percent of Total Enrollment
Black or African American	2.6
American Indian or Alaska Native	1.2
Asian	4.5
Filipino	1.7
Hispanic or Latino	77.4
Native Hawaiian or Pacific Islander	0.3
White	8.5
Two or More Races	4
Socioeconomically Disadvantaged	66.3
English Learners	14.4
Students with Disabilities	5.9
Foster Youth	0.3
Homeless	9.1

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

Teacher Credentials for Edison Elementary	18-19	19-20	20-21
With Full Credential	33	31	31
Without Full Credential	0	0	1
Teaching Outside Subject Area of Competence	0	0	0

Teacher Credentials for Ontario-Montclair	18-19	19-20	20-21
With Full Credential	♦	♦	925
Without Full Credential	♦	♦	2
Teaching Outside Subject Area of Competence	♦	♦	11

Teacher Misassignments and Vacant Teacher Positions at Edison Elementary

Indicator	18-19	19-20	20-21
Teachers of English Learners	0	0	0
Total Teacher Misassignments*		0	0
Vacant Teacher Positions	0	0	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: August 2019

Core Curriculum Area	Textbooks and Instructional Materials/Year of Adoption
Reading/Language Arts	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-6 Wonders (McGraw-Hill) - Adopted 2016 6-8 Collections (Houghton Mifflin Harcourt - Adopted 2016 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Mathematics	TK-8 - Eureka Math (Great Minds)- Adopted 2015* and then in 2018* for Dual Immersion program. K-8 mathematics materials were selected by OMSD stakeholders to adopt due to the level of rigor of the program and a strong alignment with the California State Standards. *TK mathematics materials are from the most recent local adoption. Integrated Math, High School Credit Course, Houghton Mifflin Harcourt, Integrated Math I, 2015 adopted May, 2020 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Science	TK- Big Day Houghton-Mifflin- Adopted 2016 K-5 California Inspire Science (McGraw Hill) - Adopted 2019 6-8 California Inspire Science-Preferred Integrated (McGraw Hill) - Adopted 2019 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
History-Social Science	TK Big Day (Houghton-Mifflin-Harcourt) - Adopted 2016 K-5 California Vistas (Macmillan/McGraw-Hill) - Adopted 2006* 6-8 My World Interactive (Pearson) - Adopted 2018 *K-5 History/Social Science materials are not from the most recent state adoption; however, the district has determined through local review that the materials are still aligned to current state standards. The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Foreign Language	Spanish II S, High School Credit Course, Vista, Imagina, 4th Edition, adopted May 2020 Spanish for Native Speakers, McDougal Littel, Tu Mundo, 2008, adopted July 2008 Beginning Spanish, Prentice Hall, Realidades, 2008, adopted July 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984 The textbooks listed are from most recent adoption: No Percent of students lacking their own assigned textbook: 0%
Visual and Performing Arts	TK-6 Theatre Arts Connection (SRA/McGraw-Hill) - Adopted 2008 TK-6 Art Connection (SRA/McGraw-Hill) - Adopted 2008 TK-8 CA Spotlight on Music (McGraw-Hill) - Adopted 2008 6-8 Middle School Art Series (McGraw-Hill) - Adopted 2008 The textbooks listed are from most recent adoption: Yes Percent of students lacking their own assigned textbook: 0%
Science Laboratory Equipment	N/A 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)

To promote safety, Edison Academy is a closed campus; gates are closed during the school day and visitors must enter through the main office to sign in at the front desk prior to entering school premises. Visitors must present their California ID badges and staff must present their district badge through our RAPTOR system. Signage has been placed near the entrance directing visitors to check in at the office. All staff members have been provided with district ID badges. Edison Academy offers student supervision before school, during school and after school. Supervision in the mornings is done by administrative team, support team, teachers and noon aides. Adult noon aides supervise lunch and lunch recess. After school supervision is offered by administration support staff as well as teachers.

Edison school is clean and in good repair. Work orders are generated to address any facilities needs and completed in a timely manner. There are no planned facility improvements at this time. In the past year, our kinder playground received new turf and our perimeter fencing was upgraded.

Edison received an overall rating of 98.55% GOOD , there were three sections that needed to have repairs, those are listed below .

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: August 2019

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	Clean room and ensure electrical panels and ladder are not blocked and accessible.
Electrical: Electrical	Good	Repair data jack plate in 5400 raceway on east side of room; Remove extension cord across floor that is a trip hazard, Repair or replace light not working; Install 4s blank at com box east end of room and south wall near ceiling; Diffusers missing 2 4' light fixtures
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	Fire Extinguisher is missing.
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	
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	68	N/A	44	N/A	50	N/A
Math	60	N/A	36	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	52	N/A	22	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 staff recognizes the importance of parent partnerships and involvement in the educational programs and services for children. Parents are encouraged to become actively involved in their child's learning experiences. Through ongoing two-way communication, we strive to foster a partnership for learning.

Parents are provided ongoing suggestions for supporting their children's learning efforts through class and school newsletters, as well as site and district sponsored parent education and involvement activities. Participation in individual classroom activities, along with attendance at School Site Council (SSC) and School English Learner Parent Advisory Council (SELPAC) meetings are encouraged. SSC and SELPAC meetings provide an avenue for site-specific dialogue with the principal, along with involvement in the joint development of Edison's School Plan and evaluation. Edison has an active and supportive Parent Faculty Organization. Their fundraising efforts have benefited Edison's student body through community building and enrichment opportunities. Parent meetings for Special Education, GATE, Title I, Principal's Coffee, and other parent workshops are held at the beginning of the year and throughout each school year. Additionally, when feasible, community events, dances, sports activities, and other extracurricular events afford parents many opportunities to be involved in school activities.

Information about current events and school activities can be found on the Ontario Elementary School website, ClassDojo "School Story", School loop, flyers and Twitter account. The school mails important news and announcements to parents at home, uses the school's automated telephone system to contact parents verbally, sends text messages to parents via Blackboard Connect and social media such as Twitter. Parents who want more information or wish to participate may contact our PFO president is Mr. Rene Beltran - beltrene@hotmail.com. There is a job for everyone who wants to get involved!

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)

The Comprehensive School Site Safety Plan was developed for Edison Academy in collaboration with local agencies and the district office. Edison partners with parents and staff to review and update the school's Safety Plan. Components of the plan include: maintenance, security and safety of the physical environment, school climate which addresses disaster procedures routines, an action plan that ensures a safe physical environment and safe school climate, as well as our school safety compliance that ensures required child abuse reporting procedures, suspension and expulsion policies, due process, notification to teachers about sexual harassment policy, procedures for safe ingress and egress from school, procedures to ensure a safe and orderly environment and rules and procedures on school discipline. Monthly disaster drills are scheduled and practiced school-wide to ensure student safety procedures.

- School Safety Plan includes Emergency Response Team (ERT) assignments for the year and procedures for earthquake, fire, AED, and lockdown/VIPER drills. A contingency plan for emergencies is contained in a handbook available to each staff member.
- Each staff member receives an updated Disaster Preparedness information with ERT list, school map, and a brief description of safety procedures each year.
- Each classroom has a Safety backpack containing an updated class list, first aid supplies and disaster supplies.
- Each classroom has a portable sanitation kit.
- Edison participated in the Great Shake Out on 10/18/19.

The plan reviewed annually by the school Site Council (SSC) and updated in response to developing site needs pertaining to student safety. This plan was recently reviewed and discussed with staff and approved by the School Site Council in January 2019.

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	0.7	2.0	2.4	3.0	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	0.8	3.4
Expulsions	0	0	0.08%

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.

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	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	0.4

*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	2017-18	2017-18	2017-18	2018-19	2018-19	2018-19	2018-19	2019-20	2019-20	2019-20	2019-20
	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+	Average Class Size	# of Classes* Size 1-20	# of Classes* Size 21-32	# of Classes* Size 33+
K	23	1	3		24		4		23	1	3	
1	25		3		24		3		25		3	
2	25		3		26		3		26		3	
3	24		4		24		4		24		4	
4	27		4		27		4		26		4	
5	28		4		28		4		27		4	
6	27		28		29		4		28		4	
Other**												

*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	13	15	17

Edison strives to set continuous rigorous goals that lead to student achievement. A leadership team is established each year with representation from each grade level, administration, and support staff. Meetings are held with teaching staff each year to determine a focus for professional development. Feedback from community surveys, school-wide benchmark and state testing data, School Site Council input, and input from staff are taken into consideration when developing goals. In the 2017-2018 school year, a continued focus on gifted strategies across settings, differentiated instruction through questioning, and data analysis with goal setting were emphasized. In 2018-2019, a focus on vertical articulation planning, data analysis and universal design for learning in an Multi tiered system of Support was highlighted. In this current school year 2019-2020 Effective writing across subject areas with a focus on siting evidence was adopted. Enhancing collaboration techniques for improved engagement is also being stressed. Teachers are being deliberate about sharing Learning Targets with students, and allowing for student's self-assessment and determination of their own abilities. Students will know what is needed to reach their Learning Targets, which will enhance their inquiry and focus their efforts. Teachers receive feedback from administration and colleagues on a continuous basis. Data meetings support team members to identify areas of strength, the needs of students, and to improve instructional practice. Teachers are offered many district hosted PD opportunities, and given the ability attend the yearly CAG (California Association for the Gifted) conference. 2020-2021-Participating in cohort 3 - Multi-Tiered Support System implementation as a staff, the Leadership committee is at the forefront of the rollout. Author and Professional Learning Committee educator Luic Cruz is leading the staff to establish and transition to Professional Learning Communities that are transformational, sustainable and promote a healthy school culture.

FY 2018-19 Teacher and Administrative Salaries

Category	District Amount	State Average for Districts In Same Category
Beginning Teacher Salary	\$48,369	\$51,004
Mid-Range Teacher Salary	\$86,028	\$82,919
Highest Teacher Salary	\$103,764	\$104,604
Average Principal Salary (ES)	\$137,496	\$131,277
Average Principal Salary (MS)	\$140,229	\$136,163
Average Principal Salary (HS)		\$128,660
Superintendent Salary	\$299,676	\$230,860

Percent of District Budget	District Amount	State Average for Districts In Same Category
Teacher Salaries	35.0	35.0
Administrative Salaries	6.0	5.0

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

Types of Services Funded

Categorical funding provides for the support services of a library media assistant, an Intervention Teacher (TOA), and an Outreach Consultant. Instructional materials for language Arts and Math are supplemented through categorical funds. Professional development, in the form of release days for teachers to meet with grade level teams, is supported by categorical funds as well as for substitute teachers. Additionally, Edison offers an ASES Program (After School Education and Safety) and provides in-kind contributions including but not limited to: copy machine usage, custodial services, computers, and classroom space.

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.

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

Level	Total	Restricted	Unrestricted	Average Teacher Salary
School Site	\$6459.0	\$519.0	\$5939.0	\$84347.0
District	N/A	N/A	\$1608.0	\$91,106
State	N/A	N/A	\$7,750	\$84,183

Percent Differences	Unrestricted	Average Teacher Salary
School Site/District	114.8	-7.7
School Site/ State	-26.5	0.2

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