

Edison Elementary

2022-2023 School Accountability Report Card (Published During the 2023-2024 School Year)



Σ EDISON

Academy of
Differentiated Learning

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 <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page 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.

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.

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.

2023-24 School Contact Information

School Name	Edison Elementary
Street	515 East 6th Street
City, State, Zip	Ontario, Ca, 91764-1818
Phone Number	909-984-5618
Principal	Mauricio Gormaz
Email Address	mauricio.gormaz@omsd.net
School Website	omsd.net/edison
County-District-School (CDS) Code	36678196036222

2023-24 District Contact Information

District Name	Ontario-Montclair School District
Phone Number	(909) 459-2500
Superintendent	Dr. James Q. Hammond
Email Address	info@omsd.net
District Website	https://www.omsd.net

2023-24 School Description and Mission Statement

Edison Academy of Differentiated Learning is one of thirty-four 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 twenty-eight. 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. Since 2017 Edison has been recognized as a Positive Behavioral Intervention and Supports (PBIS) Gold School.

There are twenty-eight classroom teachers and a resource specialist and a speech and language pathologist at Edison. There is also one instructional coach, an interventional specialist, an outreach consultant, a mentor and a school family outreach assistant. There are two special education instructional assistants, five general education instructional aides, a kindergarten instructional aide and a bilingual instructional aide. At Edison, we prepare students socially, emotionally and academically, to develop self-discipline and individual responsibility. 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. State Interim Assessment Benchmarks are used in preparation of the CAASPP. Edison also utilizes data from the common assessments and district assessments in

2023-24 School Description and Mission Statement

reading, writing, and mathematics to plan for program improvements and develop school-wide focus areas. Teachers consistently participate in data and planning meetings to discuss academic results and determine grade level practices and next steps. Edison has developed a multi-tier system of support to provide appropriate services to all students. School-wide programs include Accelerated Reader for all students and leadership opportunities via ASB and classroom 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, and weekly attendance awards to recognize positive attendance patterns. Students participate in extra-curricular activities through district hosted programs and ELOP clubs. A district funded after school program- Extended Learning Opportunities Program (ELOP) was established in 2022 which consists of a coordinator, a classroom assistant and an office clerk. Afterschool clubs are based on student, teacher and family interests. Students are recognized weekly for demonstrating Respect, Responsibility, Perseverance, and Unity.

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 this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	78
Grade 1	74
Grade 2	75
Grade 3	98
Grade 4	82
Grade 5	84
Grade 6	85
Grade 7	54
Grade 8	50
Total Enrollment	680

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.4%
Male	46.6%
American Indian or Alaska Native	0.6%
Asian	5.4%
Black or African American	1.9%
Filipino	1.8%
Hispanic or Latino	76.6%
Native Hawaiian or Pacific Islander	0.4%
Two or More Races	2.6%
White	10.6%
English Learners	13.5%
Foster Youth	0.1%
Homeless	1.6%
Socioeconomically Disadvantaged	68.2%
Students with Disabilities	7.5%

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.

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)	31.00	96.88	847.80	91.38	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	6.00	0.65	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	13.80	1.49	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	1.00	3.13	6.00	0.65	12115.80	4.41
Unknown	0.00	0.00	54.10	5.83	18854.30	6.86
Total Teaching Positions	32.00	100.00	927.80	100.00	274759.10	100.00

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 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)	31.10	96.88	888.80	90.57	234405.20	84.00
Intern Credential Holders Properly Assigned	0.00	0.00	5.90	0.61	4853.00	1.74
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	17.50	1.78	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	9.70	0.99	11953.10	4.28
Unknown	1.00	3.12	59.30	6.04	15831.90	5.67
Total Teaching Positions	32.10	100.00	981.40	100.00	279044.80	100.00

The CDE published the first year of available teacher data for the 2020-21 SARC in June 2022, and the CDE published the second year of data for the 2021-22 SARC in June 2023. The EC Section 33126(b)(5) requires the most recent three years of teacher data to be requested in the SARC, as data is available. The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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 based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered “ineffective” under ESSA)

Authorization/Assignment	2020-21	2021-22
Permits and Waivers	0.00	0.00
Misassignments	0.00	0.00
Vacant Positions	0.00	0.00
Total Teachers Without Credentials and Misassignments	0.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Credentialed Teachers Assigned Out-of-Field (considered “out-of-field” under ESSA)

Indicator	2020-21	2021-22
Credentialed Teachers Authorized on a Permit or Waiver	0.00	0.00
Local Assignment Options	1.00	0.00
Total Out-of-Field Teachers	1.00	0.00

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

Class Assignments

Indicator	2020-21	2021-22
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)	0	0

The teacher data for the 2022-23 SARC will not be available prior to February 1, 2024, and therefore is not included in the template.

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

2023-24 Quality, Currency, Availability of Textbooks and Other Instructional Materials

Year and month in which the data were collected		August 2023	
Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption.	Yes	0%

	K-6 Wonders (McGraw-Hill) – Adopted 2016		
Mathematics	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption. K-8 Eureka Math *(Great Minds) – Adopted 2015 and in 2018 for Dual Immersion programs. *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.	No	0%
Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption. K-5 California Inspire Science (McGraw Hill) Adopted 2019	Yes	0%
History-Social Science	TK PreK On My Way* (Scholastic) Adopted 2022 *TK materials are not from state adoption as state does not have TK adoptions, but they are from OMSD’s most recent adoption. K-5 California Vistas* (Macmillan/McGraw- Hill) - Adopted 2006 *K-5 History/Social Science materials are not from the most recent state adoption; however, the district is in the selection phase to adopt new materials. The district has determined through local review that the materials are still aligned to current state standards. 6-8 My World Interactive (Pearson-Scott Foresman/Prentice Hall) Adopted 2018	Yes	0%
Foreign Language	N/A		0%
Health	K-8 Focus on You (Charles Merrill Publishing) - Adopted 1984	No	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	No	0%
Science Laboratory Equipment (grades 9-12)	N/A	N/A	0%

School Facility Conditions and Planned Improvements

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. The available exit gate does not have a padlock and is used by staff during the day is equipped with an alarm that alerts the office of anyone exiting during school hours. Visitors must present government issued identification and OMSD staff must present their district badge through our RAPTOR system. Signage has been placed near the entrance directing visitors to check in and out with 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 the administrative team, support team, teachers and proctors. Teachers and Adult Proctors supervise recesses. Proctors supervise lunch and lunch recesses. After school supervision is offered by administration, support staff, Proctors, as well as teachers.

On February 21, 2023 Edison received an overall rating of 99.14% and the facilities are related as EXEMPLARY based on this most recent Facility Inspection Tool (FIT) report.

Year and month of the most recent FIT report

February 2023

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			None.
Interior: Interior Surfaces	X			MPR Custodian Room: Mop sink needs to be caulked. WO:13702 Repaired on: 5/22/23
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			Room 18B: Clean and organize exterior electric enclosure. Remove surplus and recyclables. Remedied. Portable 20: Remove tables and chairs out in weather. Either trash or surplus if still usable. Remedied. Portable 19: Remove broken sandbags south of Portable 19 in planter. Remedied.
Electrical	X			None.
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Exterior drinking fountain north of Room 11 is not working. WO:13705 Repaired on: 3/1/23
Safety: Fire Safety, Hazardous Materials	X			MPR Electrical Room: Fire extinguisher is blocked. Clear front area of extinguisher. Remedied. Portable 19: Ramp needs non-skid applied. WO 13690 Repaired on: 7/21/23 Portable 25: Ramp needs non-skid applied. WO 13694 Repaired on: 6/27/23
Structural: Structural Damage, Roofs	X			Portable 28: Replace portable skirting on north side. WO: 13697 Repaired on: 4/18/23
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			Portable 25: Concrete needs patch north of Portable 25 and west of ball wall. W: 13695 Repaired on: 3/2/23 Portable 25: Door not closing properly. WO 13696 Repaired on: 02/28/23

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).

College and Career Ready

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.

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.

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.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
English Language Arts/Literacy (grades 3-8 and 11)	69	71	40	40	47	46
Mathematics (grades 3-8 and 11)	58	61	26	30	33	34

2022-23 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.

ELA 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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	458	456	99.56	0.44	71.05
Female	245	244	99.59	0.41	77.87
Male	213	212	99.53	0.47	63.21
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	100.00
Black or African American	14	14	100.00	0.00	71.43
Filipino	--	--	--	--	--
Hispanic or Latino	346	344	99.42	0.58	65.99
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	91.67
White	46	46	100.00	0.00	82.61
English Learners	50	49	98.00	2.00	30.61
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	163	161	98.77	1.23	60.87
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	39.47

2022-23 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.

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.

Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	458	457	99.78	0.22	60.83
Female	245	245	100.00	0.00	58.37
Male	213	212	99.53	0.47	63.68
American Indian or Alaska Native	--	--	--	--	--
Asian	29	29	100.00	0.00	82.76
Black or African American	14	14	100.00	0.00	78.57
Filipino	--	--	--	--	--
Hispanic or Latino	346	345	99.71	0.29	55.65
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	75.00
White	46	46	100.00	0.00	73.91
English Learners	50	50	100.00	0.00	30.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	163	162	99.39	0.61	50.00
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	38	38	100.00	0.00	39.47

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.

Science test results include the CAST 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 CAST 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.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2021-22	School 2022-23	District 2021-22	District 2022-23	State 2021-22	State 2022-23
Science (grades 5, 8 and high school)	59.23	52.17	19.46	22.36	29.47	30.29

2022-23 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. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	139	138	99.28	0.72	52.17
Female	66	66	100.00	0.00	56.06
Male	73	72	98.63	1.37	48.61
American Indian or Alaska Native	--	--	--	--	--
Asian	12	12	100.00	0.00	66.67
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	101	100	99.01	0.99	46.00
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	--	--	--	--	--
White	14	14	100.00	0.00	78.57
English Learners	12	12	100.00	0.00	0.00
Foster Youth	--	--	--	--	--
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	62	61	98.39	1.61	47.54
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

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.

2022-23 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT during 2021-22 and 2022-23 school years, only participation results are required for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table 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.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100	100	100	100	100
Grade 7	98.1	98.1	98.1	98.1	98.1

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.

2023-24 Opportunities for Parental Involvement

Edison staff recognizes the importance of parent partnerships and involvement in its educational programs and services for students. 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 and/or volunteering in individual classrooms and during activities, along with attendance at School Site Council (SSC) and School English Learner Parent Advisory Council (SELPAC) meetings are encouraged. SSC, GATE, SWD, and SELPAC meetings provide an avenue for site-specific dialogue with an administrator, along with involvement in the joint development of Edison's School Plan and evaluation. Edison has an active and supportive Parent Faculty Organization (PFO). Their fundraising efforts have benefited Edison's student body through community building, student field trips, enrichment opportunities and more. Edison hosts parent meetings for Special Education, GATE, English Learners, Principal's Coffee, and other parent workshops which are held 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 Edison Elementary School website, ClassDojo for elementary students, and Parent Connect for middle school students. The school emails important news and announcements to parents, sends home flyers, uses the school's automated telephone system to contact parents regularly. Every weekend a verbally, a Blackboard Connect message is sent out via phone and email. Parents who want more information or wish to participate may contact the front office at 909-984-5618 or our PFO president Mrs. Jennifer Ziemer at τζziemer1030@gmail.com. There is a role for any parent or guardian who wants to get involved.

2022-23 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	713	703	106	15.1
Female	384	375	52	13.9
Male	329	328	54	16.5
Non-Binary	0	0	0	0.0
American Indian or Alaska Native	6	5	0	0.0
Asian	39	38	2	5.3
Black or African American	17	17	2	11.8
Filipino	13	13	1	7.7
Hispanic or Latino	541	534	85	15.9
Native Hawaiian or Pacific Islander	3	3	3	100.0
Two or More Races	19	18	2	11.1
White	75	75	11	14.7
English Learners	109	108	16	14.8
Foster Youth	2	2	0	0.0
Homeless	68	68	17	25.0
Socioeconomically Disadvantaged	515	507	90	17.8
Students Receiving Migrant Education Services	0	0	0	0.0
Students with Disabilities	74	72	10	13.9

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.

Rate	School 2020-21	School 2021-22	School 2022-23	District 2020-21	District 2021-22	District 2022-23	State 2020-21	State 2021-22	State 2022-23
Suspensions	0.00	0.70	0.56	0.03	1.69	1.56	0.20	3.17	3.60
Expulsions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.07	0.08

2022-23 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.56	0
Female	0	0
Male	1.22	0
Non-Binary		
American Indian or Alaska Native	0	0
Asian	0	0
Black or African American	0	0
Filipino	0	0
Hispanic or Latino	0.74	0
Native Hawaiian or Pacific Islander	0	0
Two or More Races	0	0
White	0	0
English Learners	0.92	0
Foster Youth	0	0
Homeless	0	0
Socioeconomically Disadvantaged	0.58	0
Students Receiving Migrant Education Services	0	0
Students with Disabilities	0	0

2023-24 School Safety Plan

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, practiced, analyzed and refined 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.
- 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 10/19/23.

The plan was last reviewed August 2023 and is reviewed annually by the school Site Council (SSC) and updated in response to developing site needs pertaining to student safety.

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.

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	20	1	3	
1	26		3	
2	24		3	
3	22	1	3	
4	23		4	
5	25		4	
6	26		4	

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 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	24		3	
2	26		3	
3	19	2	2	
4	20	2	2	
5	17	3	2	
6	25		4	

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 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	20	2	2	0
1	25	0	3	0
2	25	0	3	0
3	25	0	4	0
4	27	0	3	0
5	21	1	3	0
6	17	3	2	0
Other	0	0	0	0

2022-23 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	0

2022-23 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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	3

Fiscal Year 2021-22 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2021-22 expenditures per pupil and average teacher 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	\$7,312	\$736	\$6,575	\$122,238
District	N/A	N/A	\$1608.0	\$94,232
Percent Difference - School Site and District	N/A	N/A	121.4	27.8
State	N/A	N/A	\$7,607	\$89,574
Percent Difference - School Site and State	N/A	N/A	-0.3	33.4

Fiscal Year 2022-23 Types of Services Funded

Categorical funding provides for the support services of an Intervention Teacher (TOA), who services the English Learner population by: teaching intervention small groups, serving as the EL coordinator responsible for ELPAC testing and monitoring of reclassified students. The TOA hosts the SELPAC (Parent Advisory Committee) and solicits recommendations for the School Plan in regards to English Learners. This teacher runs an ELPAC bootcamp via the ELOP (Extended Learning Opportunities Program) where targeted individuals are familiarized with the ELPAC test by reviewing and practicing sample problems. The Intervention teacher also facilitates and plans EL Parent Workshops on site.

The Intervention Teacher also coordinates and manages the general education intervention room which is supported by 4 instructional assistants and 1 bilingual instructional assistant. The room focuses on master of ELA standards with an emphasis on early elementary students. As part of our Multi-Tiered System of Supports (MTSS) we universally screen all Edison students and intensive reading intervention is provided to students to ensure accelerated progress to ensure master of grade level standards as early as possible.

Fiscal Year 2021-22 Teacher and Administrative Salaries

This table displays the 2021-22 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	\$51,330	\$54,215
Mid-Range Teacher Salary	\$91,294	\$86,843
Highest Teacher Salary	\$110,117	\$111,440
Average Principal Salary (Elementary)	\$145,803	\$140,851
Average Principal Salary (Middle)	\$149,251	\$147,065
Average Principal Salary (High)	\$0	\$142,189
Superintendent Salary	\$334,284	\$252,466
Percent of Budget for Teacher Salaries	36.06%	33.16%
Percent of Budget for Administrative Salaries	5.98%	5.15%

Professional Development

Edison is a unique elementary school which is focused around gifted and talented education (GATE). All instructional staff are GATE certified and all classrooms employ best practices related to GATE instruction. Edison professional development continues with a clear focus on gifted strategies across settings, differentiated instruction through questioning, and data analysis with goal setting were emphasized. Instructional staff allows 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. Edison continues strong implementation of MTSS focus that had begun in prior years with a focus on: student engagement, learning targets, and differentiation. Walkthrough forms that were developed with input from teachers are used for immediate feedback from Administrators following the snapshot visits.

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

Subject	2021-22	2022-23	2023-24
Number of school days dedicated to Staff Development and Continuous Improvement	17	17	