

# Thomas Edison Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2014-15 School Year

Published During 2015-16

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 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, see the California Department of Education (CDE) SARC Web page at <http://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or LCAP, see the CDE LCFF Web page at <http://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](#) that contains additional information about this school and comparisons of the school to the district, the county, and the state. 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).

### 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.

## About This School

### Contact Information - Most Recent Year

District Contact Information - Most Recent Year	
<b>District Name</b>	Glendale Unified
<b>Phone Number</b>	(818) 241-3111
<b>Superintendent</b>	Marc Winger
<b>E-mail Address</b>	<a href="mailto:mwinger@gusd.net">mwinger@gusd.net</a>
<b>Web Site</b>	<a href="http://www.gusd.net">www.gusd.net</a>

School Contact Information - Most Recent Year	
<b>School Name</b>	Thomas Edison Elementary
<b>Street</b>	435 South Pacific Ave.
<b>City, State, Zip</b>	Glendale, Ca, 91204-1441
<b>Phone Number</b>	818-241-1807
<b>Principal</b>	Carmen Labrecque, Principal
<b>E-mail Address</b>	<a href="mailto:clabrecque@gusd.net">clabrecque@gusd.net</a>
<b>County-District-School (CDS) Code</b>	19645686013650

*Last updated: 1/5/2016*

### School Description and Mission Statement - Most Recent Year

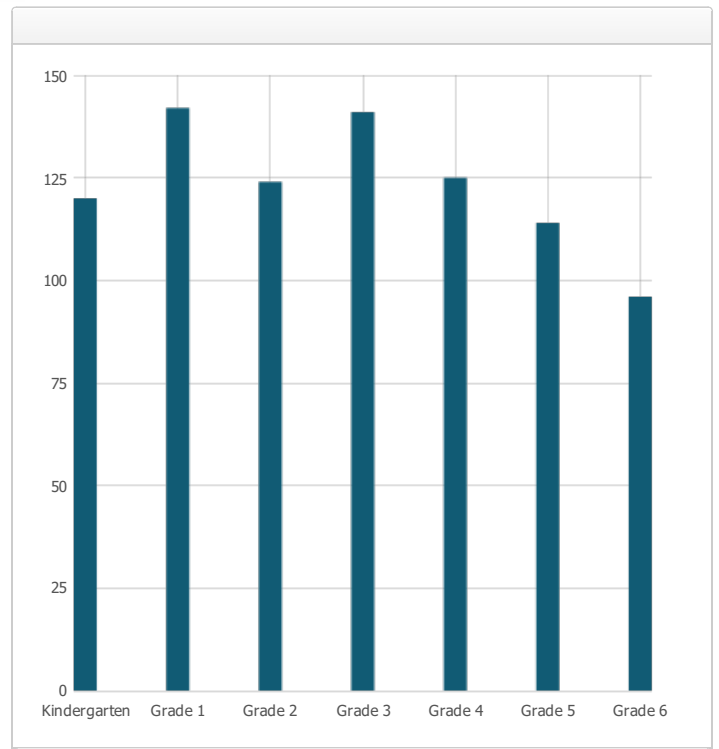
The mission of Edison Elementary School is to meet the needs of all students by equipping them physically, emotionally, and academically to become healthy, self-confident, and independent learners through a student-centered, multicultural, technology integrated, collaborative program within a safe and secure environment.

The technology mission of Edison Elementary is to assure that learners can adapt to the challenges of the 21st century through the access and utilization of technology in gathering, using, and communicating information in order to make responsible decisions as global citizens.

*Last updated: 1/5/2016*

### Student Enrollment by Grade Level (School Year 2014-15)

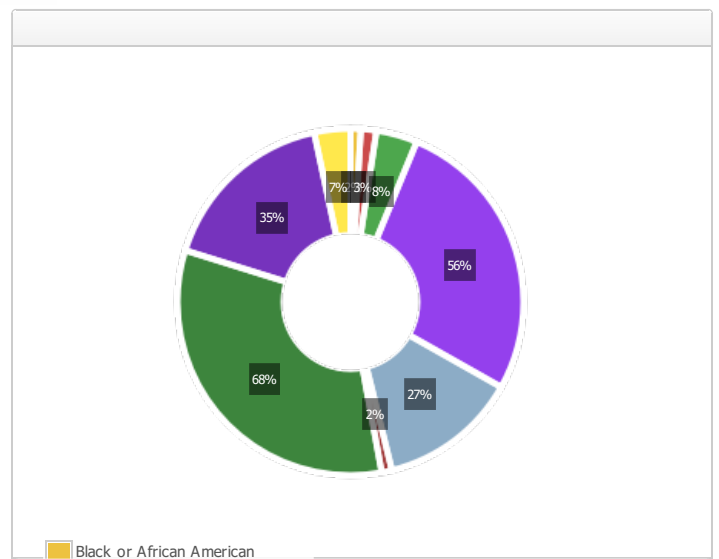
Grade Level	Number of Students
Kindergarten	120
Grade 1	142
Grade 2	124
Grade 3	141
Grade 4	125
Grade 5	114
Grade 6	96
<b>Total Enrollment</b>	<b>862</b>



Last updated: 1/5/2016

### Student Enrollment by Student Group (School Year 2014-15)

Student Group	Percent of Total Enrollment
Black or African American	2.1 %
American Indian or Alaska Native	0.3 %
Asian	3.6 %
Filipino	8.2 %
Hispanic or Latino	56.6 %
Native Hawaiian or Pacific Islander	0.0 %
White	27.0 %
Two or More Races	2.1 %
Socioeconomically Disadvantaged	68.4 %
English Learners	35.5 %
Students with Disabilities	7.1 %
Foster Youth	0.6 %



- Black or African American
- American Indian or Alaska Native
- Asian
- Filipino
- Hispanic or Latino
- Native Hawaiian or Pacific Islander
- White
- Two or More Races
- Socioeconomically Disadvantaged
- English Learners
- Students with Disabilities
- Foster Youth

Last updated: 1/5/2016

## A. Conditions of Learning

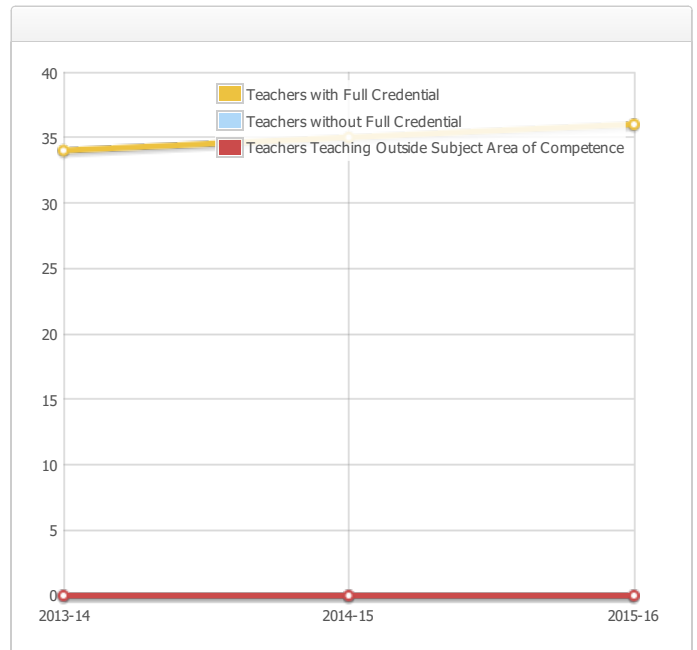
### State Priority: Basic

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

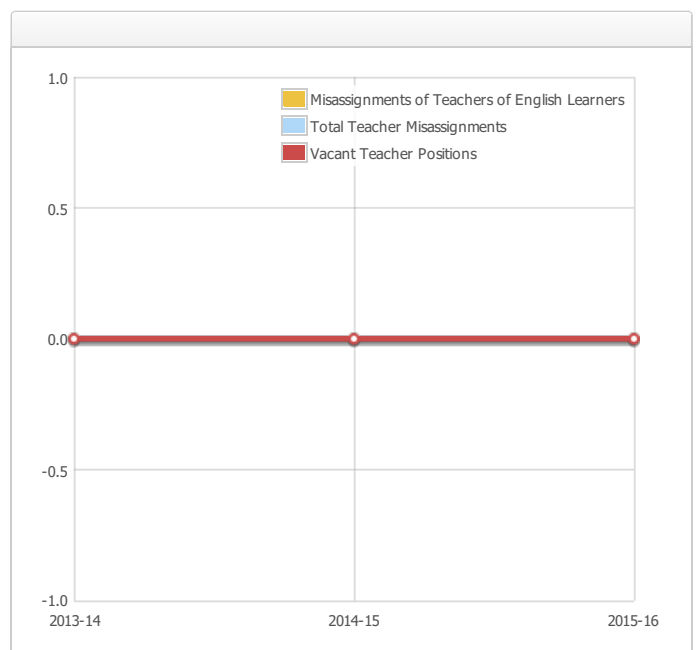
Teachers	School			District
	2013-14	2014-15	2015-16	2015-16
With Full Credential	34	35	36	1089
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	65



Last updated: 1/5/2016

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2013-14	2014-15	2015-16
Misassignments of Teachers of English Learners	0	0	0
Total Teacher Misassignments*	0	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.

Last updated: 1/5/2016

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2014-15)**

<b>Location of Classes</b>	<b>Percent of Classes In Core Academic Subjects Taught by Highly Qualified Teachers</b>	<b>Percent of Classes In Core Academic Subjects Not Taught by Highly Qualified Teachers</b>
This School	100.0%	0.0%
All Schools in District	100.0%	0.0%
High-Poverty Schools in District	100.0%	0.0%
Low-Poverty Schools in District	99.0%	1.0%

Note: High-poverty schools are defined as those schools with student eligibility of approximately 40 percent or more in the free and reduced price meals program. Low-poverty schools are those with student eligibility of approximately 39 percent or less in the free and reduced price meals program.

**Quality, Currency, Availability of Textbooks and Instructional Materials - Most Recent Year**

Year and month in which data were collected: December 2015

<b>Subject</b>	<b>Textbooks and Instructional Materials/year of Adoption</b>	<b>From Most Recent Adoption?</b>	<b>Percent Students Lacking Own Assigned Copy</b>
Reading/Language Arts	Houghton Mifflin - Reading-California/2003 McDougal Littell - the Language of Literature/2003 MacMillian McGraw-Hill - Tesoros for Spanish Dual program	Yes	0.0 %
Mathematics	MacMillian McGraw-Hill-Everyday Mathematics/1997 MacMillian McGraw-Hill-Everyday Mathematics/1997 - Spanish Version	Yes	0.0 %
Science	MacMillian McGraw-Hill-California Science/2007 MacMillian McGraw-Hill-California Science/2007 - Spanish version	Yes	0.0 %
History-Social Science	Harcourt-Reflections: California Series/2006 MacMillian McGraw-Hill-California Vistas/2006 MacMillian McGraw-Hill-California Vistas/2006 - Spanish version	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)			0.0 %

Last updated: 1/5/2016

## School Facility Conditions and Planned Improvements - Most Recent Year

Our state of the art campus was built in 2003. The Architecture of our buildings allows the outdoors to come inside. Our campus is entirely handicapped accessible and features a city library, a full-sized gymnasium, computer lab, and a cafeteria. As part of the modernization project, our school is wired with a wireless amplification system in every classroom as well as providing for internet wireless access points throughout the school. The artificial turf project was completed in the summer of 2014. Our students have been able to utilize this Soccer-grade field during their recess and Physical Education classes. Being a safe and clean campus is a priority at Edison Elementary School. Despite the active participation and constant use of our facility by our surrounding community, we take great pride in being one of the safest and cleanest campuses in the Glendale Unified School District.

*Last updated: 1/5/2016*

## School Facility Good Repair Status - Most Recent Year

Year and month in which data were collected: January 2015

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	
Interior: Interior Surfaces	Good	stained ceiling tiles, dry wall needs patching
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	
Electrical: Electrical	Good	lights don't come on in room 5, elevator keeps breaking
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

## Overall Facility Rate - Most Recent Year

Year and month in which data were collected: January 2015

Overall Rating	Good
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*Last updated: 1/15/2016*

## 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], Science California Standards Tests); and
- The percentage of pupils 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

#### California Assessment of Student Performance and Progress Results for All Students (School Year 2014-15)

Subject	Percent of Students Meeting or Exceeding the State Standards		
	School	District	State
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	58.0%	44.0%
Mathematics (grades 3-8 and 11)	38.0%	49.0%	33.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/5/2016*

**CAASPP Assessment Results - English Language Arts (ELA)****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	140	127	90.7%	24.0%	32.0%	19.0%	25.0%
Male	140	69	49.3%	22.0%	29.0%	22.0%	28.0%
Female	140	58	41.4%	26.0%	36.0%	16.0%	22.0%
Black or African American	140	3	2.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	140	6	4.3%	--	--	--	--
Filipino	140	8	5.7%	--	--	--	--
Hispanic or Latino	140	73	52.1%	33.0%	34.0%	16.0%	16.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	140	34	24.3%	15.0%	35.0%	15.0%	35.0%
Two or More Races	140	3	2.1%	--	--	--	--
Socioeconomically Disadvantaged	140	98	70.0%	27.0%	36.0%	15.0%	22.0%
English Learners	140	57	40.7%	42.0%	37.0%	12.0%	9.0%
Students with Disabilities	140	7	5.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/5/2016*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	124	117	94.4%	37.0%	23.0%	23.0%	17.0%
Male	124	61	49.2%	36.0%	23.0%	23.0%	18.0%
Female	124	56	45.2%	38.0%	23.0%	23.0%	16.0%
Black or African American	124	2	1.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	124	3	2.4%	--	--	--	--
Filipino	124	11	8.9%	36.0%	27.0%	0.0%	36.0%
Hispanic or Latino	124	71	57.3%	38.0%	27.0%	25.0%	10.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	124	26	21.0%	38.0%	15.0%	19.0%	27.0%
Two or More Races	124	4	3.2%	--	--	--	--
Socioeconomically Disadvantaged	124	82	66.1%	43.0%	23.0%	22.0%	12.0%
English Learners	124	26	21.0%	58.0%	31.0%	8.0%	4.0%
Students with Disabilities	124	9	7.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

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- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/5/2016*

## ELA - Grade 5

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	114	111	97.4%	28.0%	22.0%	29.0%	22.0%
Male	114	58	50.9%	38.0%	19.0%	26.0%	17.0%
Female	114	53	46.5%	17.0%	25.0%	32.0%	26.0%
Black or African American	114	4	3.5%	--	--	--	--
American Indian or Alaska Native	114	1	0.9%	--	--	--	--
Asian	114	4	3.5%	--	--	--	--
Filipino	114	10	8.8%	--	--	--	--
Hispanic or Latino	114	51	44.7%	41.0%	22.0%	25.0%	12.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	114	39	34.2%	21.0%	18.0%	38.0%	23.0%
Two or More Races	114	2	1.8%	--	--	--	--
Socioeconomically Disadvantaged	114	74	64.9%	34.0%	23.0%	28.0%	15.0%
English Learners	114	29	25.4%	62.0%	21.0%	17.0%	0.0%
Students with Disabilities	114	10	8.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

## ELA- Grade 6

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Achievement Level 1*	Percent Achievement Level 2*	Percent Achievement Level 3*	Percent Achievement Level 4*
All Students	98	97	99.0%	22.0%	30.0%	39.0%	9.0%
Male	98	62	63.3%	26.0%	31.0%	35.0%	8.0%
Female	98	35	35.7%	14.0%	29.0%	46.0%	11.0%
Black or African American	98	1	1.0%	--	--	--	--
American Indian or Alaska Native	98	1	1.0%	--	--	--	--
Asian	98	4	4.1%	--	--	--	--
Filipino	98	10	10.2%	--	--	--	--
Hispanic or Latino	98	45	45.9%	42.0%	27.0%	31.0%	0.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	98	34	34.7%	6.0%	29.0%	44.0%	21.0%
Two or More Races	98	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	98	77	78.6%	23.0%	27.0%	39.0%	10.0%
English Learners	98	11	11.2%	73.0%	27.0%	0.0%	0.0%
Students with Disabilities	98	9	9.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

Last updated: 1/5/2016

**CAASPP Assessment Results - Mathematics****Disaggregated by Student Groups, Grades Three through Eight and Eleven (School Year 2014-15)****Mathematics - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	140	127	90.7%	23.0%	26.0%	32.0%	19.0%
Male	140	69	49.3%	14.0%	30.0%	32.0%	23.0%
Female	140	58	41.4%	33.0%	21.0%	33.0%	14.0%
Black or African American	140	3	2.1%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	140	6	4.3%	--	--	--	--
Filipino	140	8	5.7%	--	--	--	--
Hispanic or Latino	140	73	52.1%	29.0%	27.0%	30.0%	14.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	140	34	24.3%	24.0%	21.0%	32.0%	24.0%
Two or More Races	140	3	2.1%	--	--	--	--
Socioeconomically Disadvantaged	140	98	70.0%	26.0%	28.0%	33.0%	14.0%
English Learners	140	57	40.7%	39.0%	28.0%	30.0%	4.0%
Students with Disabilities	140	7	5.0%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/5/2016*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	124	117	94.4%	23.0%	42.0%	26.0%	9.0%
Male	124	61	49.2%	20.0%	39.0%	33.0%	8.0%
Female	124	56	45.2%	27.0%	45.0%	20.0%	9.0%
Black or African American	124	2	1.6%	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Asian	124	3	2.4%	--	--	--	--
Filipino	124	11	8.9%	18.0%	36.0%	36.0%	9.0%
Hispanic or Latino	124	71	57.3%	28.0%	39.0%	24.0%	8.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	124	26	21.0%	12.0%	50.0%	27.0%	12.0%
Two or More Races	124	4	3.2%	--	--	--	--
Socioeconomically Disadvantaged	124	82	66.1%	24.0%	50.0%	22.0%	4.0%
English Learners	124	26	21.0%	38.0%	50.0%	8.0%	4.0%
Students with Disabilities	124	9	7.3%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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*Last updated: 1/5/2016*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	114	111	97.4%	33.0%	35.0%	15.0%	16.0%
Male	114	58	50.9%	33.0%	31.0%	21.0%	16.0%
Female	114	53	46.5%	34.0%	40.0%	9.0%	17.0%
Black or African American	114	4	3.5%	--	--	--	--
American Indian or Alaska Native	114	1	0.9%	--	--	--	--
Asian	114	4	3.5%	--	--	--	--
Filipino	114	10	8.8%	--	--	--	--
Hispanic or Latino	114	51	44.7%	43.0%	45.0%	8.0%	4.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	114	39	34.2%	23.0%	36.0%	23.0%	18.0%
Two or More Races	114	2	1.8%	--	--	--	--
Socioeconomically Disadvantaged	114	74	64.9%	35.0%	39.0%	16.0%	9.0%
English Learners	114	29	25.4%	55.0%	41.0%	0.0%	3.0%
Students with Disabilities	114	10	8.8%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/5/2016*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Achievement Level 1*</b>	<b>Percent Achievement Level 2*</b>	<b>Percent Achievement Level 3*</b>	<b>Percent Achievement Level 4*</b>
All Students	98	97	99.0%	32.0%	35.0%	18.0%	15.0%
Male	98	62	63.3%	35.0%	31.0%	18.0%	16.0%
Female	98	35	35.7%	26.0%	43.0%	17.0%	14.0%
Black or African American	98	1	1.0%	--	--	--	--
American Indian or Alaska Native	98	1	1.0%	--	--	--	--
Asian	98	4	4.1%	--	--	--	--
Filipino	98	10	10.2%	--	--	--	--
Hispanic or Latino	98	45	45.9%	53.0%	31.0%	9.0%	7.0%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
White	98	34	34.7%	12.0%	38.0%	26.0%	24.0%
Two or More Races	98	2	2.0%	--	--	--	--
Socioeconomically Disadvantaged	98	77	78.6%	35.0%	32.0%	14.0%	18.0%
English Learners	98	11	11.2%	82.0%	18.0%	0.0%	0.0%
Students with Disabilities	98	9	9.2%	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%	0.0%	0.0%	0.0%
Foster Youth	--	--	--	--	--	--	--

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.

Note: The number of students tested includes students that did not receive a score; 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 students with scores.

- \* Level 1 = Standard not met
- Level 2 = Standard nearly met
- Level 3 = Standard met
- Level 4 = Standard exceeded

*Last updated: 1/5/2016*

**California Standards Tests for All Students in Science – Three-Year Comparison**

Subject	Percent of Students Scoring at Proficient or Advanced (meeting or exceeding the state standards)								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Science (grades 5, 8, and 10)	71.0%	83.0%	76.0%	73.0%	72.0%	70.0%	59.0%	60.0%	56.0%

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/5/2016*

**California Standards Tests Results by Student Group in Science (School Year 2014-15)**

Student Group	Percent of Students Scoring at Proficient or Advanced
All Students in the LEA	70.0%
All Students at the School	76.0%
Male	80.0%
Female	73.0%
Black or African American	--
American Indian or Alaska Native	--
Asian	--
Filipino	--
Hispanic or Latino	62.0%
Native Hawaiian or Pacific Islander	--
White	86.0%
Two or More Races	--
Socioeconomically Disadvantaged	66.0%
English Learners	50.0%
Students with Disabilities	--
Students Receiving Migrant Education Services	--
Foster Youth	--

Note: Scores are not shown 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. Double dashes (--) appear in the table when the number of students tested is ten or less.

*Last updated: 1/5/2016*



# State Priority: Other Pupil Outcomes

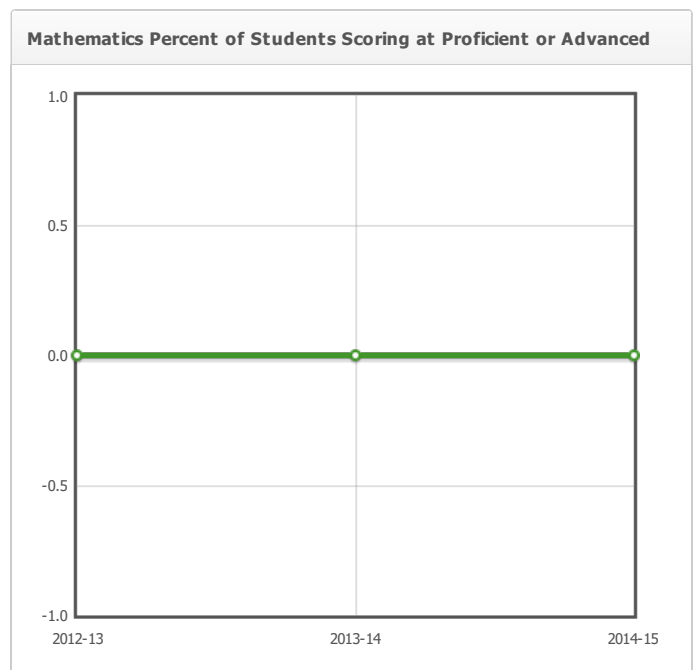
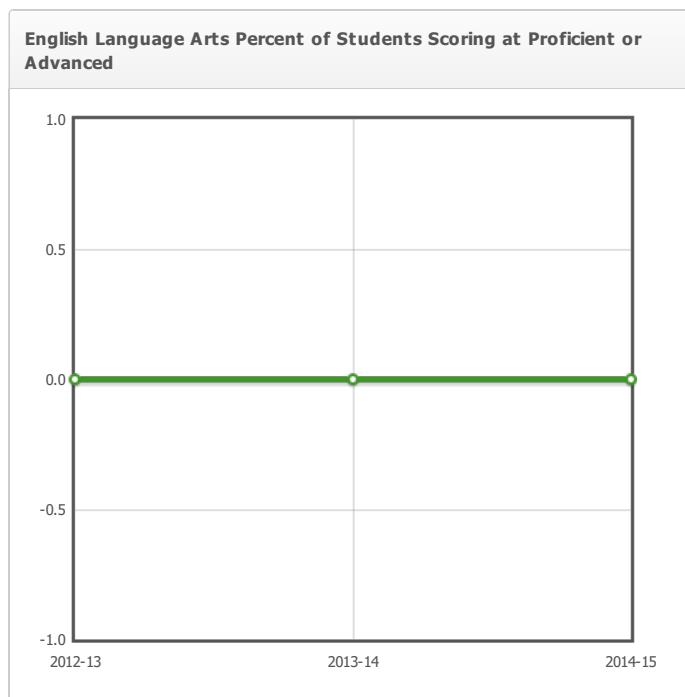
The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject areas of English, mathematics, and physical education

## California High School Exit Examination Results For Grade Ten Students – Three-Year Comparison (if applicable)

Subject	Percent of Students Scoring at Proficient or Advanced								
	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
English Language Arts	0.0%	0.0%	0.0%	74.0%	55.0%	58.0%	57.0%	56.0%	58.0%
Mathematics	0.0%	0.0%	0.0%	81.0%	60.0%	61.0%	60.0%	62.0%	59.0%

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. Double dashes (--) appear in the table when the number of students tested is ten or less.



Last updated: 1/5/2016

## California Physical Fitness Test Results (School Year 2014-15)

Grade Level	Percent of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	16.1%	19.6%	25.0%

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.

Last updated: 1/5/2016

## 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 schoolsite

#### Opportunities for Parental Involvement - Most Recent Year

Parents volunteer in the classroom, on field trips, in the library, at school events and for student supervision at the gates and front office. Parents can participate in leadership roles such as: School Site Council, English Learner Advisory Committee, District English Learner Advisory Committee, Dual Immersion Advisory Committee and Magnet Schools Advisory Committee both at site and district levels. A Volunteer Handbook to help explain our need and expectations for our volunteers is available. We have two very active parent organizations: PTA and TEEF (Thomas Edison Elementary Foundation). PTA has been an organization for almost 7 years with close to 400 members. This is the fifth year that TEEF has been part of the Edison community. Both of our PTA and TEEF boards are committed to support all of the children at Edison providing assemblies, fundraisers and classroom/school support. Both of our PTA and TEEF boards are committed to support all of the children at Edison by providing assemblies, fundraisers and classroom/school support. Both PTA and TEEF meet every month. Teachers hold conferences with parents a minimum of once a year. Back to School Night and Spring Open House provide parents with an opportunity to tour the school and classrooms with their children, meet teachers and staff, and find out what our students are learning. In addition, parents have the opportunity to attend school with their children on our Annual Bring Your Parent to School Days. We have designated dates for each of the grade levels; parents attend a general meeting in which they learn about grade level expectations and then visit the classroom to partake in a classroom activity and join the students at recess. We strongly encourage parents to attend all of these events and to volunteer at our school and or donate funds to support our programs. We send report cards home to parents three times a year. Parents may request translations of documents, newsletters, and meetings in any language at any time.

### State Priority: Pupil Engagement

Last updated: 1/5/2016

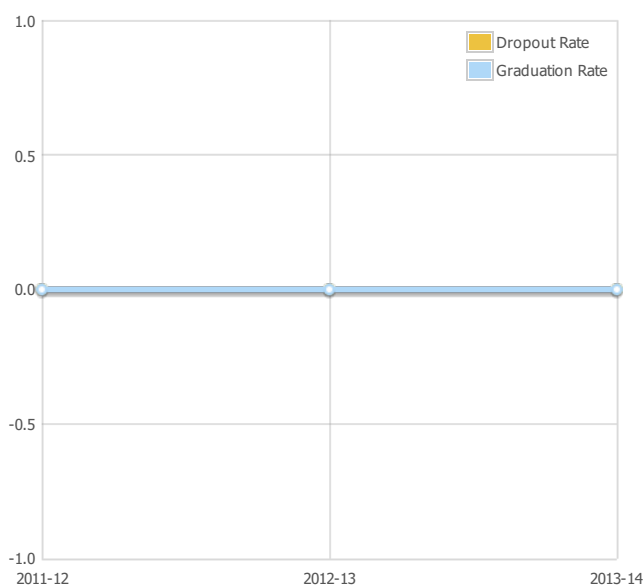
The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

- High school dropout rates; and
- High school graduation rates

#### Dropout Rate and Graduation Rate (Four-Year Cohort Rate)

Indicator	School			District			State		
	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14	2011-12	2012-13	2013-14
Dropout Rate	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	13.1%	11.4%	11.5%
Graduation Rate	0.00	0.00	0.00	0.00	91.90	0.00	78.87	80.44	80.95

Dropout/Graduation Rate (Four-Year Cohort Rate) Chart





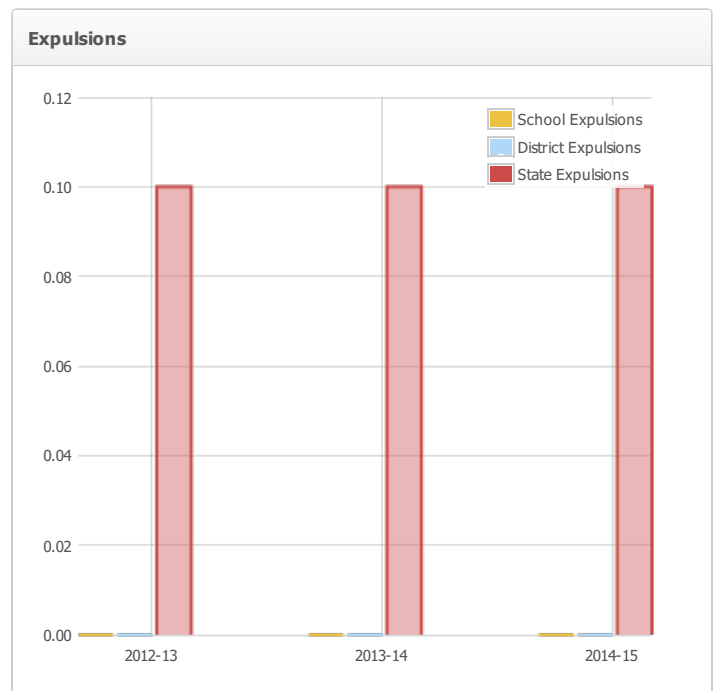
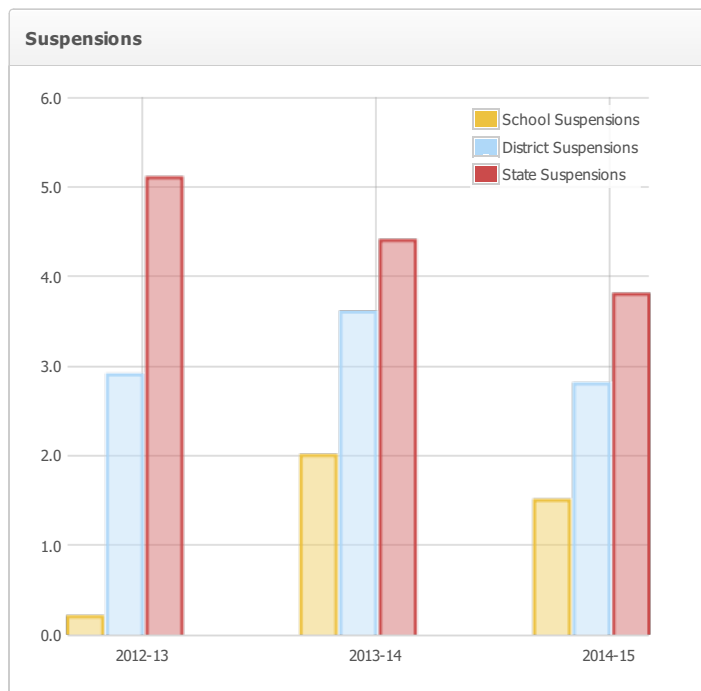
# State Priority: School Climate

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

Rate	School			District			State		
	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15	2012-13	2013-14	2014-15
Suspensions	0.2	2.0	1.5	2.9	3.6	2.8	5.1	4.4	3.8
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/5/2016

## School Safety Plan - Most Recent Year

We last revised our safety plan in October 2014. The Plan, which we update once a year, covers the safety procedures we follow in emergency situations. It includes safety procedures for earthquakes, fires, evacuations, lockdown and lock-out drills. Safety drills are performed once a month and twice a year we have a large Disaster Drill. We distribute the safety plan to teachers, staff, and parents on the School Site Council. The police department approves the plan each year. Communicating with parents and district personnel during emergencies is of utmost importance. To contact parents during a crisis, our school uses the district's automated phone system. To contact the district, we use two-way radios and/or cell phones.

Our staff is committed to maintaining our school safe and secure. Our front office is secured with a monitor and buzzer system. The campus is equipped with 24 security cameras that allow for a 24/7 monitoring option. Parents are always welcome and are encouraged to visit and or volunteer at the school site. All visitors are required to sign in at the main office. Before school, a team of parents, staff, instructional assistants, GPD and crossing guards are on hand to monitor grounds and surrounding areas for safety. During recess, teachers, instructional assistants, and staff assistants supervise the playground. Teachers and crossing guards observe the campus after school. Student safety is closely monitored during morning drop-off and afterschool pickup times.

Last updated: 1/5/2016

## 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.

### Adequate Yearly Progress Overall and by Criteria (School Year 2014-15)

AYP Criteria	School	District	State
Made AYP Overall	Yes	Yes	
Met Participation Rate - English Language Arts	Yes	Yes	
Met Participation Rate - Mathematics	Yes	Yes	
Met Percent Proficient - English Language Arts	N/A	N/A	
Met Percent Proficient - Mathematics	N/A	N/A	
Met Attendance Rate			
Met Graduation Rate	N/A	Yes	

Last updated: 1/5/2016

### Federal Intervention Program (School Year 2015-16)

Indicator	School	District
Program Improvement Status	In PI	In PI
First Year of Program Improvement	2011-2012	2011-2012
Year in Program Improvement	Year 2	Year 3
Number of Schools Currently in Program Improvement	N/A	14
Percent of Schools Currently in Program Improvement	N/A	77.8%

Note: Cells with NA values do not require data.

Last updated: 1/5/2016

### Average Class Size and Class Size Distribution (Elementary)

Grade Level	2012-13			2013-14			2014-15					
	Average Class Size	Number of Classes *			Average Class Size	Number of Classes *			Average Class Size	Number of Classes *		
		1-20	21-32	33+		1-20	21-32	33+		1-20	21-32	33+
K	24.0	5			23.0	6			24.0	5		
1	24.0	6			25.0	5			24.0	6		
2	23.0	5			24.0	6			25.0	5		
3	23.0	5			25.0	4			25.0	5		
4	34.0	1	2		33.0	1	3		30.0	4		
5	33.0	1 2			36.0	3			34.0	1 3		
6	27.0	1	4		35.0	3			32.0	2	1	
Other												

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

Last updated: 1/5/2016

### Academic Counselors and Other Support Staff (School Year 2014-15)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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Academic Counselor		
Counselor (Social/Behavioral or Career Development)		N/A
Library Media Teacher (librarian)	0.8	N/A
Library Media Services Staff (paraprofessional)		N/A
Psychologist	0.6	N/A
Social Worker		N/A
Nurse	0.3	N/A
Speech/Language/Hearing Specialist	1.0	N/A
Resource Specialist (non-teaching)	1.0	N/A
Other		N/A

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

\*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.

*Last updated: 1/15/2016*

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2013-14)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5637.0	\$933.0	\$4704.0	\$75668.0
District	N/A	N/A	\$4832.0	\$76630.0
Percent Difference – School Site and District	N/A	N/A	0.0%	--
State	N/A	N/A	\$5348.0	\$72971.0
Percent Difference – School Site and State	N/A	N/A	--	--

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

*Last updated: 1/5/2016*

## Types of Services Funded (Fiscal Year 2014-15)

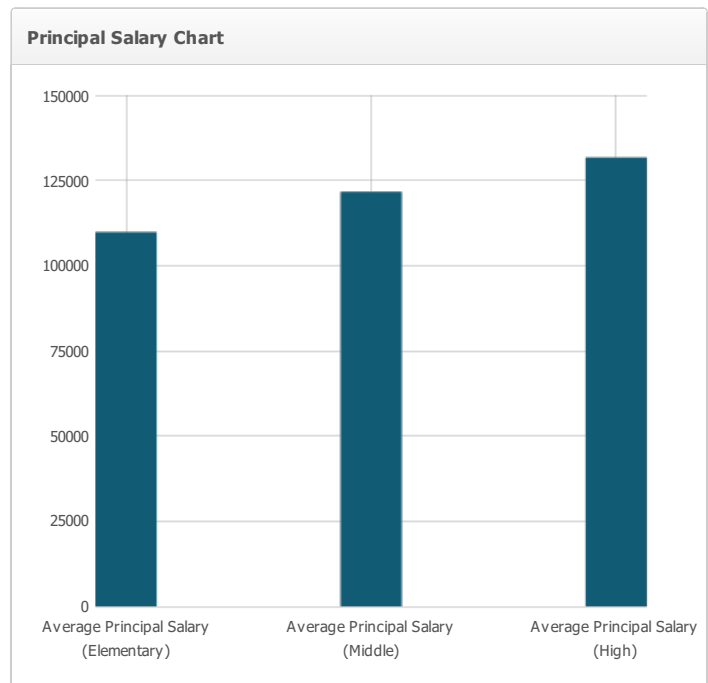
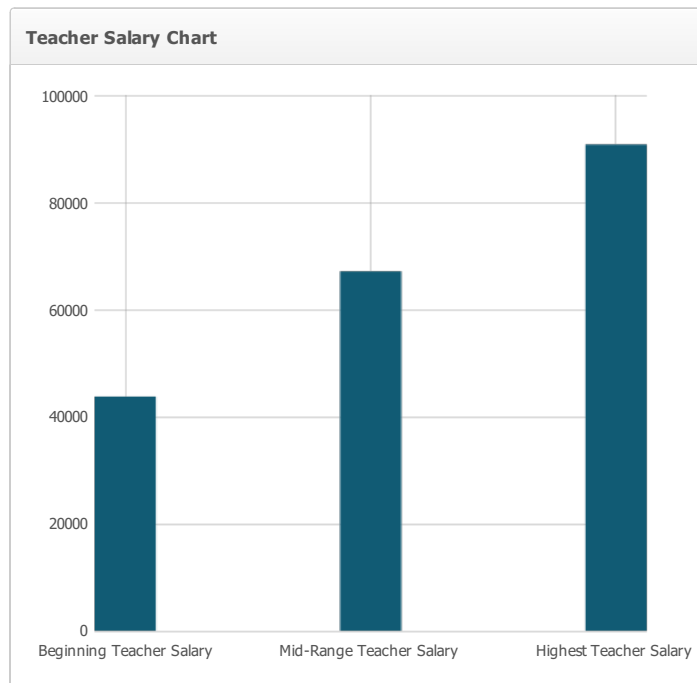
A combination of state and federal funding is used to cover all aspects of our instructional programs in both English and Spanish, as well as our intervention programs. We are able to provide intervention classes for students in both primary as well as the upper grades. In addition, we also fund our Spanish Foreign Language Academy (FLAG). Funds are utilized specifically for material and professional development for our dual immersion teachers. All Glendale Unified schools benefit from the support of the Glendale Educational Foundation, which offers enhanced programs in visual and performing arts, science and technology, and health and fitness.

*Last updated: 1/5/2016*

## Teacher and Administrative Salaries (Fiscal Year 2013-14)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$43,165
Mid-Range Teacher Salary	\$67,125	\$68,574
Highest Teacher Salary	\$90,802	\$89,146
Average Principal Salary (Elementary)	\$109,834	\$111,129
Average Principal Salary (Middle)	\$121,635	\$116,569
Average Principal Salary (High)	\$131,723	\$127,448
Superintendent Salary	\$259,000	\$234,382
Percent of Budget for Teacher Salaries	41.0%	38.0%
Percent of Budget for Administrative Salaries	5.0%	5.0%

For detailed information on salaries, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>.



*Last updated: 1/5/2016*

## Professional Development – Most Recent Three Years

The District-wide staff development has been focused on the implementation of the Common Core State Standards, adopted by the California Department of Education in 2010. In the past three years over 100 professional development opportunities have been available to teachers, and/or administrators to support the Common Core State Standard implementation.

Professional development has been delivered in various formats that include; Elementary grade-level trainings, Secondary content specific trainings, Staff and/or

faculty meetings, Community/parent information meetings, Principal meetings, New Teacher Trainings, Teachers' Summer Academy workshops and Principal Summer Institutes.

Teacher Leaders were recruited to lead professional development efforts supporting the implementation of the new standards. Teachers have been supported through Grade-level and content-specific trainings by site based Teacher Leaders, Staff and/or faculty meetings, District-wide collaboration training days by grade-level or content area and Teachers' Summer Academy Workshops.

*Last updated: 1/25/2016*