

# Thomas Edison Elementary

## California Department of Education School Accountability Report Card Reported Using Data from the 2015-16 School Year

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/fq/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 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).

### 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 (School Year 2016-17)

District Contact Information (School Year 2016-17)	
<b>District Name</b>	Glendale Unified
<b>Phone Number</b>	(818) 241-3111
<b>Superintendent</b>	Winfred Roberson
<b>E-mail Address</b>	<a href="mailto:wroberson@gusd.net">wroberson@gusd.net</a>
<b>Web Site</b>	<a href="http://www.gusd.net">www.gusd.net</a>

School Contact Information (School Year 2016-17)	
<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: 1/23/2017*

## School Description and Mission Statement (School Year 2016-17)

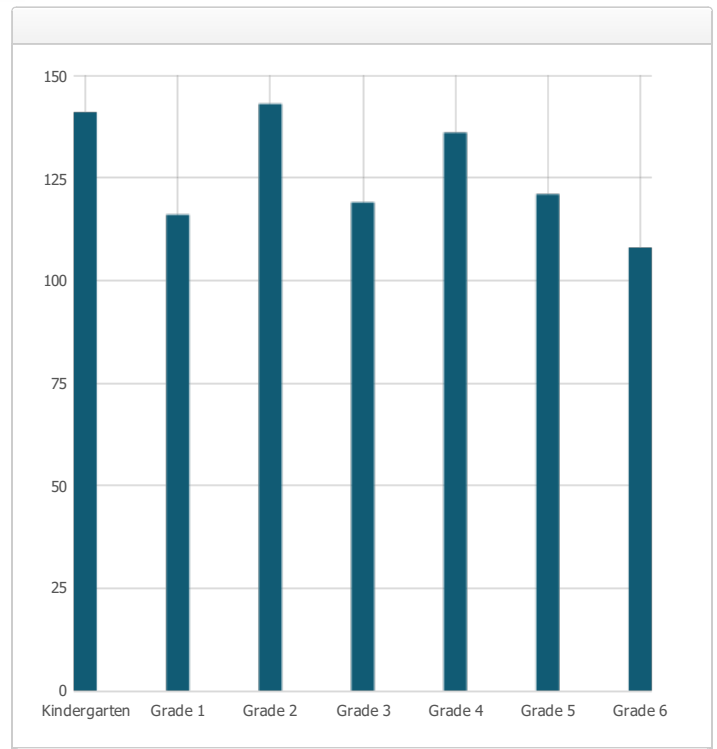
The mission of Edison Elementary School is to meet the needs of all students by equipping them physically, emotionally, and academically to become healthy, self-confident, and independent learners through a student-centered, multicultural, technology integrated, collaborative program within a safe and 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: 1/23/2017*

**Student Enrollment by Grade Level (School Year 2015-16)**

Grade Level	Number of Students
Kindergarten	141
Grade 1	116
Grade 2	143
Grade 3	119
Grade 4	136
Grade 5	121
Grade 6	108
<b>Total Enrollment</b>	<b>884</b>



Last updated: 1/23/2017

**Student Enrollment by Student Group (School Year 2015-16)**

Student Group	Percent of Total Enrollment
Black or African American	2.3 %
American Indian or Alaska Native	0.6 %
Asian	3.1 %
Filipino	7.8 %
Hispanic or Latino	57.2 %
Native Hawaiian or Pacific Islander	0.1 %
White	27.5 %
Two or More Races	1.5 %
Other	-0.1 %
Student Group (Other)	Percent of Total Enrollment
Socioeconomically Disadvantaged	63.1 %
English Learners	40.0 %
Students with Disabilities	6.7 %
Foster Youth	0.2 %

Last updated: 1/23/2017

## A. Conditions of Learning

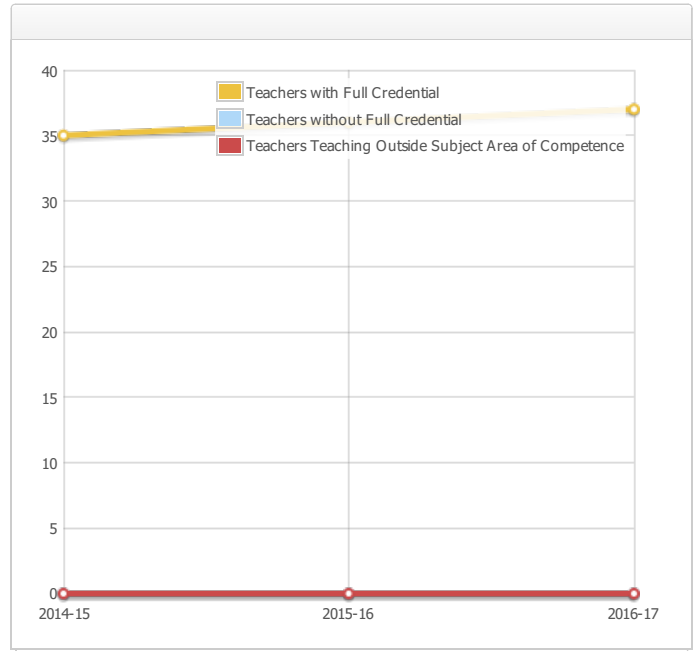
### State Priority: Basic

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
	2014-15	2015-16	2016-17	2016-17
With Full Credential	35	36	37	1148
Without Full Credential	0	0	0	0
Teachers Teaching Outside Subject Area of Competence (with full credential)	0	0	0	35



Last updated: 1/24/2017

#### Teacher Misassignments and Vacant Teacher Positions

Indicator	2014-15	2015-16	2016-17
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: 1/24/2017

**Core Academic Classes Taught by Highly Qualified Teachers (School Year 2015-16)**

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

Last updated: 1/24/2017

**Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2016-17)**

Year and month in which data were collected: December 2016

Subject	Textbooks and Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin - reading California/2003 McDougall Littell - The Language of Literature/2003 MacMillian/McGraw-Hill - Tesoros for Spanish Dual program	Yes	0.0 %
Mathematics	"GEMS" GUSd Open Source Math Curriculum/2015	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 Vista/2006 MacMillian McGraw-Hill - CaliforniaVistas/2006 - Spanish verison	Yes	0.0 %
Foreign Language			0.0 %
Health			0.0 %
Visual and Performing Arts			0.0 %
Science Lab Eqpmt (Grades 9-12)	N/A	N/A	0.0 %

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

Last updated: 1/23/2017

## School Facility Conditions and Planned Improvements

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: 1/23/2017*

## School Facility Good Repair Status

Year and month of the most recent FIT report: June 2016

System Inspected	Rating	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	
Electrical: Electrical	Good	
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

Year and month of the most recent FIT report: June 2016

Overall Rating	Exemplary
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*Last updated: 1/23/2017*

## 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. The CAAs have replaced the California Alternate Performance Assessment [CAPA] for ELA and mathematics, which were eliminated in 2015. Only eligible students may participate in the administration of the CAAs. CAA items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with 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 English Language Arts/Literacy (ELA) and Mathematics for All Students

Subject	Percent of Students Meeting or Exceeding the State Standards					
	School		District		State	
	2014-15	2015-16	2014-15	2015-16	2014-15	2015-16
English Language Arts / Literacy (grades 3-8 and 11)	46.0%	53.0%	58.0%	61.0%	44.0%	48.0%
Mathematics (grades 3-8 and 11)	38.0%	42.0%	49.0%	51.0%	34.0%	36.0%

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: 1/23/2017*

**CAASPP Test Results in ELA by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****ELA - Grade 3**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	123	114	92.7%	62.3%
Male	51	50	98.0%	60.0%
Female	72	64	88.9%	64.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100.0%	84.6%
Hispanic or Latino	68	62	91.2%	51.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.8%	66.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	78	72	92.3%	54.2%
English Learners	32	29	90.6%	34.5%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

*Last updated: 1/23/2017*



**ELA - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	138	128	92.8%	38.3%
Male	76	74	97.4%	33.8%
Female	62	54	87.1%	44.4%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	84	78	92.9%	34.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	97.0%	34.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	95	95.0%	31.6%
English Learners	45	41	91.1%	7.3%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 on the CAAs divided by the total number of students who participated in both assessments.

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Note: 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.

*Last updated: 1/23/2017*

**ELA - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	122	118	96.7%	56.8%
Male	62	60	96.8%	53.3%
Female	60	58	96.7%	60.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100.0%	69.2%
Hispanic or Latino	71	70	98.6%	51.4%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	57.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	79	79	100.0%	50.6%
English Learners	17	17	100.0%	5.9%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

*Last updated: 1/23/2017*

**ELA- Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	106	104	98.1%	55.8%
Male	53	52	98.1%	42.3%
Female	53	52	98.1%	69.2%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	51	96.2%	47.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	36	100.0%	55.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	74	72	97.3%	50.0%
English Learners	21	20	95.2%	5.0%
Students with Disabilities	12	11	91.7%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

*Last updated: 1/23/2017*

**CAASPP Test Results in Mathematics by Student Group****Grades Three through Eight and Grade Eleven (School Year 2015-16)****Mathematics - Grade 3**

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Met or Exceeded
All Students	123	114	92.7%	57.9%
Male	51	50	98.0%	58.0%
Female	72	64	88.9%	57.8%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100.0%	92.3%
Hispanic or Latino	68	62	91.2%	40.3%
Native Hawaiian or Pacific Islander	--	--	--	--
White	31	30	96.8%	73.3%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	78	72	92.3%	48.6%
English Learners	32	29	90.6%	24.1%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

*Last updated: 1/23/2017*

**Mathematics - Grade 4**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	138	128	92.8%	35.2%
Male	76	74	97.4%	36.5%
Female	62	54	87.1%	33.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	84	78	92.9%	29.5%
Native Hawaiian or Pacific Islander	--	--	--	--
White	33	32	97.0%	34.4%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	100	95	95.0%	27.4%
English Learners	45	41	91.1%	4.9%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

*Last updated: 1/23/2017*

**Mathematics - Grade 5**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	122	118	96.7%	33.1%
Male	62	60	96.8%	36.7%
Female	60	58	96.7%	29.3%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	13	13	100.0%	30.8%
Hispanic or Latino	71	70	98.6%	27.1%
Native Hawaiian or Pacific Islander	--	--	--	--
White	26	26	100.0%	57.7%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	79	79	100.0%	25.3%
English Learners	17	17	100.0%	11.8%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

*Last updated: 1/23/2017*

**Mathematics - Grade 6**

<b>Student Group</b>	<b>Total Enrollment</b>	<b>Number Tested</b>	<b>Percent Tested</b>	<b>Percent Met or Exceeded</b>
All Students	106	104	98.1%	41.4%
Male	53	52	98.1%	46.2%
Female	53	52	98.1%	36.5%
Black or African American	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	53	51	96.2%	21.6%
Native Hawaiian or Pacific Islander	--	--	--	--
White	36	36	100.0%	55.6%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	74	72	97.3%	34.7%
English Learners	21	20	95.2%	10.0%
Students with Disabilities	12	11	91.7%	--
Students Receiving Migrant Education Services	--	--	--	--
Foster Youth	--	--	--	--

Note: 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 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.

Note: 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.

*Last updated: 1/23/2017*

**CAASPP Test Results in Science for All Students**

Subject	Percentage of Students Scoring at Proficient or Advanced								
	School			District			State		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Science (grades 5, 8, and 10)	83.0%	76.0%	75.0%	72.0%	70.0%	69.0%	60.0%	56.0%	54.0%

Note: Science test results include California Standards Tests (CSTs), California Modified Assessment (CMA), and California Alternate Performance Assessment (CAPA) in grades five, eight, and ten.

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.

*Last updated: 1/23/2017*

**CAASPP Tests Results in Science by Student Group  
Grades Five, Eight and Grade Ten (School Year 2015-16)**

Student Group	Total Enrollment	Number of Students with Valid Scores	Percent of Students with Valid Scores	Percent Proficient or Advanced
All Students	123	118	95.9%	74.6%
Male	63	60	95.2%	75.0%
Female	60	58	96.7%	74.1%
Black or African American	--	--	--	--
American Indian or Alaska Native	0	0	0.0%	0.0%
Asian	--	--	--	--
Filipino	13	13	100.0%	84.6%
Hispanic or Latino	72	70	97.2%	68.6%
Native Hawaiian or Pacific Islander	0	0	0.0%	0.0%
White	26	26	100.0%	80.8%
Two or More Races	--	--	--	--
Socioeconomically Disadvantaged	80	79	98.8%	68.4%
English Learners	17	17	100.0%	29.4%
Students with Disabilities	--	--	--	--
Students Receiving Migrant Education Services	0	0	0.0%	0.0%
Foster Youth	--	--	--	--

Note: Science test results include CSTs, CMA, and CAPA in grades five, eight, and ten. The "Proficient or Advanced" is calculated by taking the total number of students who scored at Proficient or Advanced on the science assessment divided by the total number of students with valid scores.

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.

*Last updated: 1/23/2017*



# 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

## California Physical Fitness Test Results (School Year 2015-16)

Grade Level	Percentage of Students Meeting Fitness Standards		
	Four of Six Standards	Five of Six Standards	Six of Six Standards
5	28.6%	18.5%	26.1%

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: 1/23/2017*

## 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 (School Year 2016-17)

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 8 years with close to 400 members. This is the sixth 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: 1/23/2017*

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

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

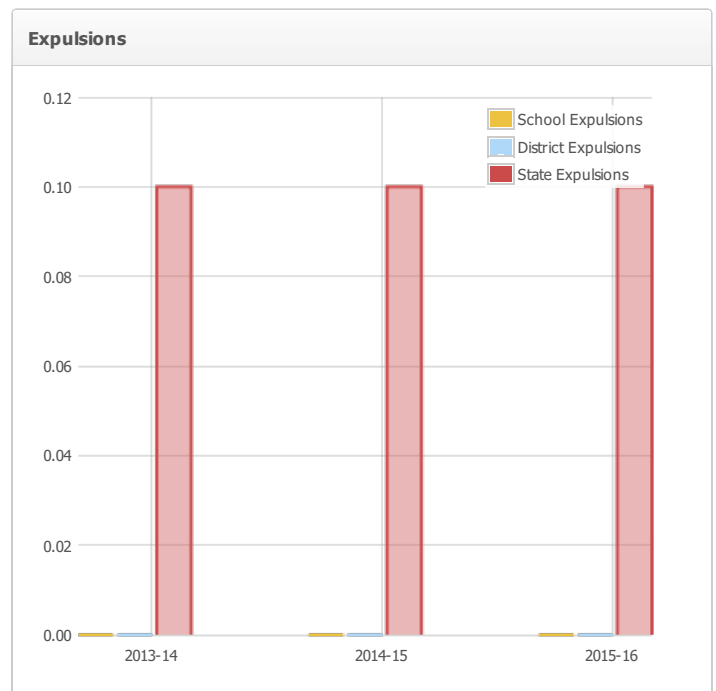
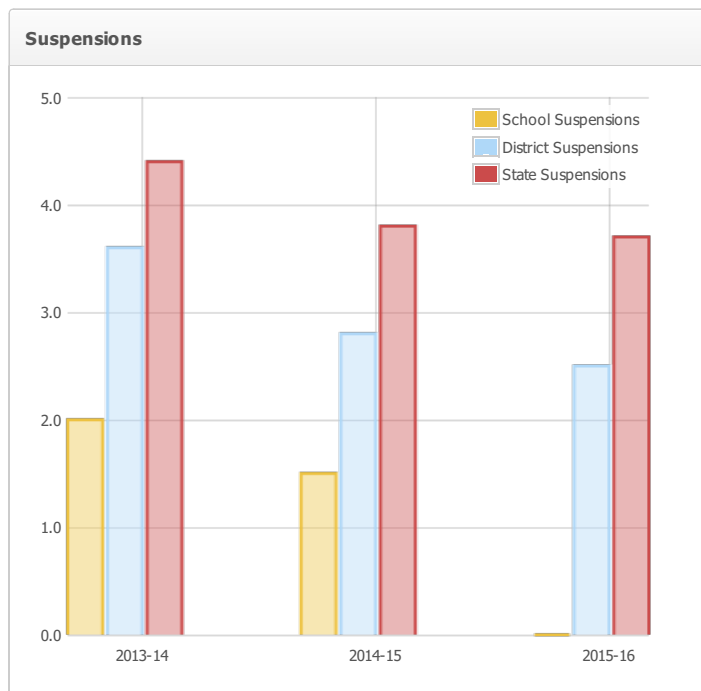
# State Priority: School Climate

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		
	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16	2013-14	2014-15	2015-16
Suspensions	2.0	1.5	0.0	3.6	2.8	2.5	4.4	3.8	3.7
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1



Last updated: 1/23/2017

## School Safety Plan (School Year 2016-17)

We last revised our safety plan in October 2015. 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 11 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: 1/23/2017

## 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.

### Federal Intervention Program (School Year 2016-17)

Indicator	School	District
Program Improvement Status	Not in PI	In PI
First Year of Program Improvement		2011-2012
Year in Program Improvement		Year 3
Number of Schools Currently in Program Improvement	N/A	11
Percent of Schools Currently in Program Improvement	N/A	64.7%

Note: Cells with NA values do not require data.

Last updated: 1/23/2017

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

Grade Level	2013-14			2014-15			2015-16					
	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	23.0	0	6	0	24.0	0	5	0	22.8	2	4	0
1	25.0	0	5	0	24.0	0	6	0	22.6	2	3	0
2	24.0	0	6	0	25.0	0	5	0	22.8	4	2	0
3	25.0	0	4	0	25.0	0	5	0	24.2	0	5	0
4	33.0	0	1	3	30.0	0	4	0	32.3	0	2	2
5	36.0	0	0	3	34.0	0	1	3	33.4	0	0	4
6	35.0	0	0	3	32.0	0	2	1	33.1	0	0	3
Other	0.0	0	0	0	0.0	0	0	0	0.0	0	0	0

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

Last updated: 2/1/2017

### Academic Counselors and Other Support Staff (School Year 2015-16)

Title	Number of FTE* Assigned to School	Average Number of Students per Academic Counselor
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: 1/23/2017

### Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2014-15)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Supplemental/Restricted)	Expenditures Per Pupil (Basic/Unrestricted)	Average Teacher Salary
School Site	\$5941.0	\$784.0	\$5156.0	\$83285.0
District	N/A	N/A	\$5365.0	\$82657.0
Percent Difference – School Site and District	--	--	-0.1%	--
State	N/A	N/A	\$5677.0	\$75837.0
Percent Difference – School Site and State	--	--	--	--

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

Last updated: 1/23/2017

## Types of Services Funded (Fiscal Year 2015-16)

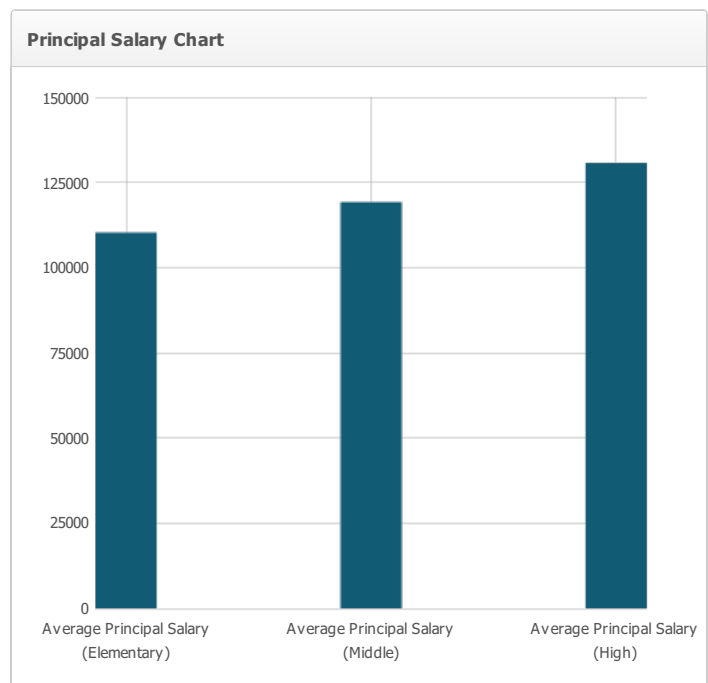
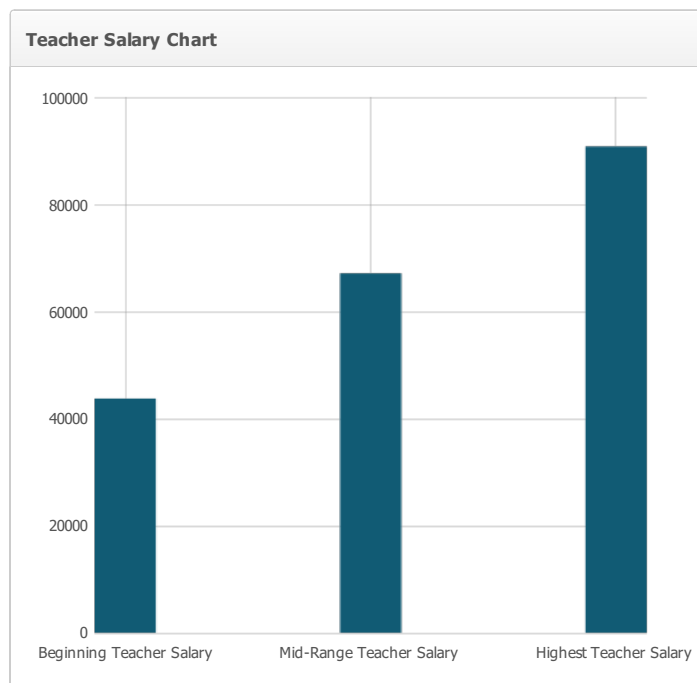
A combination of state and federal funding is used to cover all aspects of our instructional programs in both English and Spanish, as well as our intervention programs. We are able to provide intervention classes for students in both primary as well as the upper grades. In addition, we also fund our 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: 1/23/2017*

## Teacher and Administrative Salaries (Fiscal Year 2014-15)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$43,725	\$45,092
Mid-Range Teacher Salary	\$67,125	\$71,627
Highest Teacher Salary	\$90,802	\$93,288
Average Principal Salary (Elementary)	\$110,262	\$115,631
Average Principal Salary (Middle)	\$119,200	\$120,915
Average Principal Salary (High)	\$130,676	\$132,029
Superintendent Salary	\$266,500	\$249,537
Percent of Budget for Teacher Salaries	39.0%	37.0%
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: 1/23/2017*

## Professional Development

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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: 1/23/2017*