

Thomas A. Edison Elementary

2022 School Accountability Report Card



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.

2022-23 School Contact Information

School Name	Thomas A. Edison Elementary
Street	2063 South Orange Ave
City, State, Zip	Santa Ana, CA 92707-2833
Phone Number	(714) 479-6900
Principal	Dr. Gina Zyburt
Email Address	gina.zyburt@sausd.us
School Website	https://www.sausd.us/edison
County-District-School (CDS) Code	30-66670-6030241

2022-23 District Contact Information

District Name	Santa Ana Unified School District
Phone Number	714-558-5501
Superintendent	Jerry Almendarez
Email Address	jerry.almendarez@sausd.us
District Website Address	www.sausd.us

2022-23 School Overview

Thomas A. Edison Elementary (Edison) is located on Orange Avenue, east of South Main Street and north of East Warner Avenue.

Edison is a completely renovated and modernized facility with two-story buildings containing 42 classrooms. The original building was built in 1937 and in 1951 it was modernized prior to the last modernization. A staff parking lot was added to the last modernization with new landscaping throughout the entire campus. All classrooms have a complete technology package that includes a Viewsonic Viewboard, Juno Speaker System, E-glass, Logitech Webcam, MXL class microphone, wireless microphones, wireless pointer, tripod, Hue Camera, Clevertouch Interactive Board, Epson projector, iPad, and two laptop computers. The school has a STEM lab designed for students to explore and design hands on science and technology projects. All students have a one-to-one chromebook or ipad in all grades from Preschool to grade 5. Edison possesses extensive technology to prepare students for college and career.

Edison incorporates 8 Keys of Excellence to increase student motivation by creating a positive school climate. By applying the 8 keys of Excellence daily, students develop the skills needed for success in their academic and personal lives along with the development of leadership characteristics. Our goal is to support all students in developing leadership abilities they can apply throughout their lives. These leadership skills will prepare students to communicate effectively with others, work collaboratively with peers, and be proactive. Students are given many opportunities in and out of the classroom to apply and practice their leadership skills throughout the day. Along with the 8 Keys of Excellence, Edison incorporates Positive Behavioral Interventions and Supports (PBIS). This is a decision making framework that guides selection, integration, and implementation of the best evidence-based academic and behavioral practices for improving important academic and behavior outcomes for all students. Edison received Platinum status in the implementation of the program goals. Edison embeds the AVID framework and strategies to accelerate learning growth and ensure all students are college ready. A SAUSD after-school program (Engage 360) is available for Edison's students in grades K-5 between 1:45 p.m. and 6:00 p.m. A portion of this time is devoted to homework completion and tutoring. The remaining time students are engaged in fun, organized activities and structured enrichment programs (music, dance, art, physical activity, etc.). Edison also offers a preschool program on campus. Preschool students are prepared with early literacy skills so they will enter TK or Kindergarten ready to learn. Two preschool classes are offered to families in the SAUSD community.

School Motto: Working collaboratively to ensure every student achieves academically, socially, and emotionally.

2022-23 School Overview

School Mission Statement:

To develop students ready for the 21st century who knows how to:

- Be responsible
- Show initiative and creativity
- Set goals and meet them
- Get along with people of various backgrounds and cultures
- Work collaboratively and individually to solve problems
- Understand how to resolve conflicts

Values:

1) Students engage in Problem Based Learning tasks and building knowledge through inquiry based research. During "Genius Hour" students in grades 4-5 focus research on their own area of interest to solve real world problems.

2) A college bound culture permeates the campus where students infuse scholarly behaviors in all learning tasks. Students utilize AVID strategies and processes to accelerate learning outcomes for college readiness.

3) Emphasis on healthy living and character development fosters leadership qualities in students which prepares them to be leaders of tomorrow.

4) A vibrant parent school community is emphasized and a strong component of success at Edison. Numerous family activities build strong relationships in our school community.

About this School

2022-23 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	82
Grade 1	46
Grade 2	61
Grade 3	63
Grade 4	70
Grade 5	73
Total Enrollment	395

2022-23 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	53.2
Male	46.8
American Indian or Alaska Native	0.5
Asian	1.3
Black or African American	0.0
Filipino	0.0
Hispanic or Latino	97.7
Native Hawaiian or Pacific Islander	0.0
Two or More Races	0.0
White	0.5
English Learners	55.7
Foster Youth	0.5
Homeless	11.1
Migrant	0.5
Socioeconomically Disadvantaged	65.1
Students with Disabilities	18.2

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)	17.00	94.44	1683.40	86.66	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	7.30	0.38	4205.90	1.53
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)	0.00	0.00	56.10	2.89	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)	0.00	0.00	17.70	0.91	12115.80	4.41
Unknown	1.00	5.56	177.80	9.16	18854.30	6.86
Total Teaching Positions	18.00	100.00	1942.60	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)						
Intern Credential Holders Properly Assigned						
Teachers Without Credentials and Misassignments (“ineffective” under ESSA)						
Credentialed Teachers Assigned Out-of-Field (“out-of-field” under ESSA)						
Unknown						
Total Teaching Positions						

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	
Misassignments	0.00	
Vacant Positions	0.00	
Total Teachers Without Credentials and Misassignments	0.00	

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	
Local Assignment Options	0.00	
Total Out-of-Field Teachers	0.00	

2021-22 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)	0.00	
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	0.00	

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

2022-23 Quality, Currency, Availability of Textbooks and Other Instructional Materials

All textbooks used in the core curriculum throughout Santa Ana Unified School District are aligned to the California Content Standards and Frameworks. Instructional materials for grades K-8 are selected from the state’s list of standards-based materials and adopted by the State Board of Education. Instructional materials for grades 9-12 are standards-based and approved by the district’s Board of Trustees. On September 27, 2022, the Santa Ana Unified School District’s Board of Trustees held a public hearing to certify the extent to which textbooks and instructional materials have been provided to students. The Board of Trustees adopted Resolution No. 22/23-3481, which certifies as required by Education Code §60119 that for the 2022-2023 school year, the Santa Ana Unified School District has provided sufficient textbooks or instructional materials, or both, that are consistent with the content and cycles of the curriculum frameworks adopted by the State Board, to each pupil including those enrolled in a foreign language or health course, and that sufficient laboratory science equipment applicable to science laboratory courses offered in grades 9-12, inclusive, is available to pupils.

Year and month in which the data were collected	September 27, 2022
--	--------------------

Year Adopted	Elementary School Textbook Publisher	Grades
Mathematics		
2017	Houghton-Mifflin, <i>Math Expressions</i>	K-5

Language Arts

2018	Benchmark Education Company, <i>Benchmark Advance</i>	TK-5
------	---	------

Spanish Language Arts

2018	Benchmark Education Company, <i>Benchmark Adelante</i>	TK-5
------	--	------

Science(s)

2019	District Created Materials, Various	TK-5
------	-------------------------------------	------

Social Science

2022	District Created Materials, Various	TK-5
------	-------------------------------------	------

School Facility Conditions and Planned Improvements

School custodial staff and the district's maintenance department work together to ensure classrooms and campus grounds are well-maintained and kept safe and functioning for students, staff, and visitors. Maintenance and Operations (M&O) employs an electronic work order system enabling school staff to communicate unscheduled maintenance needs, urgent repairs, or special projects. Most of the school's repairs and maintenance projects are performed by the district's highly qualified, professional trade specialists. Emergency situations are immediately resolved either by the school custodian or district maintenance staff, based upon the nature of the situation. Day and evening custodians work closely as a team and with the principal for routine maintenance, daily custodial duties, and special events preparations. The principal and day custodian communicate daily to discuss campus cleaning needs and safety concerns. Every morning before school begins, the custodian and principal inspect facilities for safety hazards, graffiti, and other conditions that require removal prior to students and staff entering school grounds. School safety and cleanliness are the custodians' highest priority and strongly emphasized as a component of their daily routines. Custodians are trained by M&O's administrators on proper cleaning procedures, use of chemicals, and use of equipment. The day custodians are responsible for following an established set of cleaning standards and prioritization procedures for general campus maintenance. The day custodian checks restrooms twice a day as a proactive measure in keeping facilities well stocked, safe, and sanitary. The evening custodians are responsible for thorough cleaning of classrooms, office areas, and restrooms. Groundskeepers are dispatched by the district office to perform general maintenance of landscaping, gardening, sports fields, and irrigation systems.

Year and month of the most recent FIT report

7/8/2022

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			ROOM 403: REPLACE STAIN CEILING TILES -W/O #95501 ROOM 404: REPLACE STAIN CEILING TILES -W/O #95501
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			
Electrical	X			ROOM 503: OUTLET COVER IS BROKEN NEXT TO THE DOOR -W/O #95505 ROOM 504: OUTLET COVER IS BROKEN -W/O #95505 ROOM 525: OUTLET COVER IS BROKEN BY THE DOOR -W/O #95505 ROOM 621: OUTLET COVER IS BROKEN BY TEACHER'S DESK -W/O #95505 STAFF RR 500 BUILDING: LIGHT SWITCH & SENSOR COVER ARE BROKEN -W/O #95505
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			BOYS/GIRLS RR 400 BUILDING: BOYS RR MIDDLE SINK LEAKS FROM INSIDE THE WALL -W/O #95503 ROOM 102: DRINKING WATER PRESSURE IS TOO HIGH -W/O #95503

School Facility Conditions and Planned Improvements

			ROOM 104: DRINKING WATER PRESSURE IS TOO HIGH - W/O #95503 ROOM 401: STAFF RR EXHUST FAN IS NOT WORKING -W/O #95504
Safety: Fire Safety, Hazardous Materials	X		
Structural: Structural Damage, Roofs	X		LIBRARY: REPAIR HOLE ON THE WALL -W/O #95502 MPR: REPAIR LOOSE TILES -W/O #95501
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X		MAIN OFFICE: DOOR HITS DOOR FRAME -W/O #95501

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).
4. **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.

SARC Reporting in the 2020-2021 School Year Only

Where the most viable option, LEAs were required to administer the statewide summative assessment in ELA and mathematics. Where a statewide summative assessment was not the most viable option for the LEA (or for one or more grade-level[s] within the LEA) due to the pandemic, LEAs were allowed to report results from a different assessment that met the criteria established by the State Board of Education (SBE) on March 16, 2021. The assessments were required to be:

- Aligned with CA CCSS for ELA and mathematics;
- Available to students in grades 3 through 8, and grade 11; and
- Uniformly administered across a grade, grade span, school, or district to all eligible students.

Options

Note that the CAAs could only be administered in-person following health and safety requirements. If it was not viable for the LEA to administer the CAAs in person with health and safety guidelines in place, the LEA was directed to not administer the tests. There were no other assessment options available for the CAAs. Schools administered the Smarter Balanced Summative Assessments for ELA and mathematics, other assessments that meet the SBE criteria, or a combination of both, and they could only choose one of the following:

- Smarter Balanced ELA and mathematics summative assessments;
- Other assessments meeting the SBE criteria; or
- Combination of Smarter Balanced ELA and mathematics summative assessments and other assessments.

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.

The 2020-21 data cells have N/A values because these data are not comparable to other year data due to the COVID-19 pandemic during the 2020-21 school year. Where the CAASPP assessments in ELA and/or mathematics is not the most viable option, the LEAs were allowed to administer local assessments. Therefore, the 2020-21 data between school years for the school, district, state are not an accurate comparison. As such, it is inappropriate to compare results of the 2020-21 school year to other school years.

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 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
English Language Arts/Literacy (grades 3-8 and 11)	N/A	25	N/A	31	N/A	47
Mathematics (grades 3-8 and 11)	N/A	17	N/A	19	N/A	33

2021-22 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	201	200	99.50	0.50	25.00
Female	97	97	100.00	0.00	26.80
Male	104	103	99.04	0.96	23.30
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	198	197	99.49	0.51	25.38
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	0	0	0.00	0.00	0.00
English Learners	105	104	99.05	0.95	13.46
Foster Youth	0	0	0.00	0.00	0.00
Homeless	23	23	100.00	0.00	17.39
Military	--	--	--	--	--
Socioeconomically Disadvantaged	155	154	99.35	0.65	22.08
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	44	97.78	2.22	18.18

2021-22 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	201	201	100.00	0.00	17.41
Female	97	97	100.00	0.00	16.49
Male	104	104	100.00	0.00	18.27
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	0	0	0.00	0.00	0.00
Filipino	0	0	0.00	0.00	0.00
Hispanic or Latino	198	198	100.00	0.00	16.67
Native Hawaiian or Pacific Islander	0	0	0.00	0.00	0.00
Two or More Races	0	0	0.00	0.00	0.00
White	0	0	0.00	0.00	0.00
English Learners	105	105	100.00	0.00	5.71
Foster Youth	0	0	0.00	0.00	0.00
Homeless	23	23	100.00	0.00	17.39
Military	--	--	--	--	--
Socioeconomically Disadvantaged	155	155	100.00	0.00	16.77
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	45	45	100.00	0.00	8.89

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.

For any 2020–21 data cells with N/T values indicate that this school did not test students using the CAASPP for Science.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Science (grades 5, 8 and high school)	NT	15.15	16.34	15.3	28.5	29.47

2021-22 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	66	66	100	0	15.15
Female	25	25	100	0	20
Male	41	41	100	0	12.2
American Indian or Alaska Native	--	--	--	--	--
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	65	65	100	0	15.38
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	21	21	100	0	4.76
Foster Youth	0	0	0	0	0
Homeless	11	11	100	0	9.09
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	52	100	0	15.38
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	14	14	100	0	0

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.

2021-22 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. Due to changes to the 2021-22 PFT administration, 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	95.5	91.0	89.6	88.1	92.5

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.

2022-23 Opportunities for Parental Involvement

Parents are encouraged to be involved in Edison Elementary School's learning community by volunteering their time, attending school events, and sharing in the decision-making process. Edison welcomes assistance in the classroom, library, and all school activities and programs. A vibrant school/parent partnership is emphasized and this relationship is what makes Edison School a special place to ensure the success of each student. Parents are encouraged to participate in many parent activities on the campus through Edison's Wellness Center which include: Active Parenting workshops, technology, exercise, crochet, and nutrition classes. These ongoing programs support health and wellness for Edison families and community. Edison Elementary School provides a wide range of opportunities for parents to interact with school staff while supporting their child's academic efforts; these may include:

- Back to School Night
- Open House
- Student performances
- Fundraisers
- Music/choir and/or theater performances
- Sports events
- Promotion activities
- Student recognition assemblies
- Parent education training and/or workshops
- Fall Festival
- International Day
- Lunch with a Loved One
- Read Across America
- Poem in your Pocket
- Reading on the Lawn
- Running Club
- School Fun Runs
- Olympic Summer Games

2022-23 Opportunities for Parental Involvement

Edison provides parent education opportunities that consist of weekly classes focused on early literacy and nutrition. Monthly parent workshops are provided throughout the school year focused on literacy and academic engagement of students. All parents are welcome to volunteer at school to support their children and teachers throughout the school year.

The following campus organizations provide opportunities for parents to have input on curricular programs, activities, and the design of the School's Plan:

- School Site Council
- English Language Advisory Council

Parents seeking more information about becoming an active member in the school community may contact the principal at (714) 479-6900.

School-to-home communication is provided in both English and Spanish. Through routine correspondence and special announcements, parents are kept informed on school news, student activities, schedules, policy changes, and class curriculum updates including the following formats:

- ParentSquare
- School web site/Twitter/Facebook/Instagram
- Class newsletters
- School Newsletters and Monthly Calendars
- Special Event Flyers
- School Marquee/Banners
- Welcome Back to School Event

2021-22 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	413	406	172	42.4
Female	216	214	86	40.2
Male	197	192	86	44.8
American Indian or Alaska Native	1	1	1	100.0
Asian	5	5	4	80.0
Black or African American	0	0	0	0.0
Filipino	0	0	0	0.0
Hispanic or Latino	405	398	166	41.7
Native Hawaiian or Pacific Islander	0	0	0	0.0
Two or More Races	0	0	0	0.0
White	2	2	1	50.0
English Learners	231	227	94	41.4
Foster Youth	5	5	3	60.0
Homeless	72	70	23	32.9
Socioeconomically Disadvantaged	317	312	133	42.6
Students Receiving Migrant Education Services	3	3	0	0.0
Students with Disabilities	87	84	40	47.6

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 collected between July through February, partial school year due to the COVID-19 pandemic. The 2019-20 suspensions and expulsions rate data are not comparable to other year data because the 2019-20 school year is a partial school year due to the COVID-19 crisis. As such, it would be inappropriate to make any comparisons in rates of suspensions and expulsions in the 2019-20 school year compared to other school years.

Subject	School 2019-20	District 2019-20	State 2019-20
Suspensions	0.00	2.24	2.45
Expulsions	0.00	0.04	0.05

This table displays suspensions and expulsions data collected between July through June, each full school year respectively. Data collected during the 2020-21 school year may not be comparable to earlier years of this collection due to differences in learning mode instruction in response to the COVID-19 pandemic.

Subject	School 2020-21	School 2021-22	District 2020-21	District 2021-22	State 2020-21	State 2021-22
Suspensions	0.00	0.24	0.02	3.55	0.20	3.17
Expulsions	0.00	0.00	0.00	0.03	0.00	0.07

2021-22 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	0.24	0.00
Female	0.00	0.00
Male	0.51	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	0.25	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.00	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.00	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	0.00	0.00

2022-23 School Safety Plan

Safety Plan Approval Date: 11/3/2021

The Comprehensive School Site Safety Plan (CSSP) was developed in collaboration with law enforcement and the District Office to fulfill Senate Bill 187 requirements. The CSSP is managed by the District via Doc-Tracking. The school's most current plan is reviewed and updated to address safety, security and emergency preparedness. Schools are required to review and update their Comprehensive School Safety Plan (CSSP) with their School Site Councils and/or Safety Committees. Each school also meets with Santa Ana Unified School Police annually to discuss egress/ingress, crime data and other factors related to Crime Prevention Through Environmental Design (CPTED).

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.

2019-20 Elementary Average Class Size and Class Size Distribution

This table displays the 2019-20 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	25		3	
1	24		3	
2	25		3	
3	25		3	
4	29		2	
5	27		2	
6				
Other	14	3	1	

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	28		2	
1	27		2	
2	22		3	
3	29		2	
4	30		2	
5	31		2	
6				
Other	16	3	2	

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	13	3	3	
1	11	4		
2	10	6		
3	10	6		
4	16	3	1	
5	10	5	2	
6				
Other	8	4		

2021-22 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

2021-22 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	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	7.0

2020-21 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2020-21 expenditures per pupil and average teach 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	\$9,373.67	\$2,891.58	\$6,482.09	\$91,807.88
District	N/A	N/A	\$7,279	\$99,342
Percent Difference - School Site and District	N/A	N/A	-11.6	-5.3
State	N/A	N/A	\$6,594	\$85,368
Percent Difference - School Site and State	N/A	N/A	-26.3	8.1

2021-22 Types of Services Funded

- 21st Century ASSETS
- 21st Century Community Learning Centers
- Administrator Induction Mentor Program
- After School Education and Safety (ASES)
- After School Kids Code Grant Pilot Program
- AVID-OCDE Destination Graduation
- AVID-OCDE Destination Graduation
- California Clean Energy Jobs Act
- California Partnership Academies
- California Student Author Program
- CalOptima - Primary Care Services and Programs Addressing Social Determinants of Health
- CAPP Leadership Network at SAHS
- Carl D Perkins Section 131 Career and Technical Education
- Circulos
- Classified School Employee Professional Development Block Grant
- Collaborative Network of Grades 3-5 Educators for Computational Thinking for English Learners
- COPS Office School Violence Prevention Program
- Coronavirus Relief Fund
- CTE Incentive Grant Program
- Donations - Miscellaneous
- Education for Homeless Children and Youth
- Elementary and Secondary School Emergency Relief Fund I
- Elementary and Secondary School Emergency Relief Fund II
- ePrize Parent Engagement Initiative
- ESEA (ESSA) Title IV, Part A, Student Support and Academic Enrichment Grants
- ESSA: CSI LEA funding
- Governor's Emergency Education Relief Fund
- Head Start
- Improving Teacher Quality -UCI
- K12 Strong Workforce Program (from OCDE) Pathway Improvement
- K12 Strong Workforce Program Pathway Improvement
- Kinder Readiness Program II
- Lighthouse Academy Project - Governor's CTE Initiative: CA Partnership Academies
- Lottery: Instructional Materials
- Low Performing Students Block Grant
- Medi-Cal Billing Option
- Migrant Education
- Oasis Center Int'l (OCI)
- OCDE TUPE Grant Consortium
- Ongoing and Major Maintenance Account
- Orange County Community Foundation Grant
- Prop 98 Learning Loss Mitigation Funds
- SB117 COVID-19 LEA Response Funds
- Special Education
- SUMS Grant (Scaling up Multi-Tiered System of Support)
- Supplementary Prgs-Specialized Secondary
- Teaching Induction and Professional Support
- Title I, Part A
- Title III Limited English Proficiency LEP Student Program
- Title II-Part A Improving Teacher Quality

2020-21 Teacher and Administrative Salaries

This table displays the 2020-21 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	\$60,304	\$51,081
Mid-Range Teacher Salary	\$90,222	\$77,514
Highest Teacher Salary	\$116,846	\$105,764
Average Principal Salary (Elementary)	\$147,227	\$133,421
Average Principal Salary (Middle)	\$140,656	\$138,594
Average Principal Salary (High)	\$163,083	\$153,392
Superintendent Salary	\$350,000	\$298,377
Percent of Budget for Teacher Salaries	33%	32%
Percent of Budget for Administrative Salaries	4%	5%

Professional Development

Staff development is focused on evidenced based practices identified based upon student assessment results, evidence gathered through Instructional Rounds process on Problem of Practice, and professional development staff surveys.

Professional development at Edison is focused on text complexity, collaborative conversations and academic language. Teacher planning has focused on students having opportunities to solve problems creatively, to think critically, working collaboratively with peers, and engaging in inquiry based learning tasks and projects. Staff development at Edison occurs during the instructional day where grade level teams are provided with in-class coaching, lesson studies, Instructional Rounds process, and professional learning.

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

Subject	2020-21	2021-22	2022-23
Number of school days dedicated to Staff Development and Continuous Improvement	3	3	3