

Thomas Edison Elementary School

School Accountability Report Card

Reported Using Data from the 2018-19 School Year

Published During 2019-20

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, 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 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).

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

School Contact Information (School Year 2019-20)

Entity	Contact Information
School Name	Thomas Edison Elementary School
Street	1267 Southgate Ave.
City, State, Zip	Daly City, CA 94015
Phone Number	(650) 991-1250
Principal	Riza Bell
Email Address	rbell@jeffersonesd.org
Website	https://www.jsd.k12.ca.us/TEdison/
County-District-School (CDS) Code	41689166043871

Entity	Contact Information
District Name	Jefferson Elementary
Phone Number	(650) 991-1000
Superintendent	Bernardo Vidales
Email Address	bvidales@jeffersonesd.org
Website	https://www.jsd.k12.ca.us/

School Description and Mission Statement (School Year 2019-20)

Thomas Edison Mission Statement: Thomas Edison Elementary School is a safe and nurturing community, committed to working collaboratively to ensure achievement for all students in the areas of academics, social-emotional wellbeing, and physical education. We are a learning community of families, students, and staff committed to excellence. We are dedicated to building respectful, responsible citizens and to creatively and authentically empower all students to become independent, self-motivated learners.

School Description: Thomas Edison School is located in a quiet neighborhood on the west side of Daly City and serves approximately 415 students in pre-school through sixth grade. The campus consists of three main buildings with lovely grass areas in the center of each quad. We have a large playground and field where students play and participate in physical education classes daily.

All classrooms have internet access along with our library and 3 computer labs on wheels. Thomas Edison was the first school in the district to institute a uniform policy that helps maintain a focus on education and promotes equity among our students. The school has an experienced staff of credentialed teachers who continue to work to raise student achievement regardless of linguistic, ethnic or economic background. Thomas Edison has an extra teacher on staff who helps ensure that our English Language Learners and students who are not meeting their academic benchmarks can receive small group instruction.

All students participate in the program Soul Shoppe to learn about conflict management, how to be a responsible citizens and community building. Kindergarten through Fifth Grade participate in the Music for Minors program which culminates in classroom performances. Thomas Edison has implemented the Positive Behavior Intervention Support program during the 2016 - 2017 school year. Our students know our three expectations: Be Responsible, Be Respectful, Be Safe. We have monthly PBIS assemblies to review school norms. Students earn "Caught Being Good" awards and classrooms earn the Eye of the Tiger Awards. We have a half-time counselor on site to meet with at-risk youth individually, in small groups and with whole classes.

We strive to make Thomas Edison a place where students are eager to come every day and successful with their academic goals. Thomas Edison is a school wide Reading Log School with all students reading for 20-30 minutes a night and completing a common log. Students also have the expectation of completing a summer reading assignment. Thomas Edison School will work in partnership with parents/guardians and the community to provide an excellent educational program in a safe and caring environment that promotes lifelong learning and responsible citizenship. In 2019 we received the PBIS Platinum Award. In addition we received an Honor Roll School Award in 2018-2019 and the 2019 California State Distinguished School Award. We are very proud of our wonderful school.

The SARC is available on the district website at www.jsd.k12.ca.us and can be made available in hard copy upon request.

Please contact the school at 650-991-1250 for information about the SARC.

Student Enrollment by Grade Level (School Year 2018-19)

Grade Level	Number of Students
Kindergarten	66
Grade 1	71
Grade 2	69
Grade 3	68
Grade 4	54
Grade 5	61
Total Enrollment	389

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	1.8
Asian	29.3
Filipino	40.4
Hispanic or Latino	17.7
White	5.9
Two or More Races	4.9
Socioeconomically Disadvantaged	48.1
English Learners	50.6
Students with Disabilities	6.2
Foster Youth	0.3
Homeless	1.8

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 2017-18	School 2018-19	School 2019-20	District 2019-20
With Full Credential	19	19	17	
Without Full Credential	0	1	1	
Teaching Outside Subject Area of Competence (with full credential)	0	0	0	

Teacher Misassignments and Vacant Teacher Positions

Indicator	2017-18	2018-19	2019-20
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.

Quality, Currency, Availability of Textbooks and Instructional Materials (School Year 2019-20)

Year and month in which data were collected: October 2019

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance TK-5 Heinemann: Units of Study (Writing Workshop) Benchmark Advanced ELD Reality Central (6th grade ELD)– State Approved, Board Adopted in 2010	Yes	0%
Mathematics	State Approved Bridges (TK-5th grade) published by The Math Learning Center (Board Adopted April 2018)	Yes	0%
Science	MacMillan/McGraw Hill: California Science (K-6)- State Approved, Board Adopted in 2007	Yes	0%
History-Social Science	Scott Foresman: History/Social Studies for California (K-5) and TCI History Alive (6th grade)- State Approved, Board Adopted in 2006	Yes	0%
Health	Puberty Talk (5th grade) published by Health Connected (Board Adopted March 2017)	Yes	0%

School Facility Conditions and Planned Improvements (Most Recent Year)

Thomas Edison School is committed to maintaining a safe and clean environment for students, staff and volunteers. The custodial team ensures that school facilities are well maintained and the grounds are checked on a regular basis by the head custodian and the site administrator. All classrooms in the school have internet access including the library/computer lab. Students have access to a large playground and field during recess and physical education. The school was renovated with new floors, doors, electrical, plumbing and structural upgrades.

Data reported are the determination of good repair as documented in a completed Facilities Inspection Tool (FIT) conducted every year. The most recent inspection was conducted in August 2018. Additional information about the condition of the school's facilities may be obtained by speaking with the school principal.

School Facility Good Repair Status (Most Recent Year)

Using the **most recently collected** FIT data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The overall rating

Year and month of the most recent FIT report: June 2019

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 Rating	Good	

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System, which includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities); and
- The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students

Grades Three through Eight and Grade Eleven

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
English Language Arts/Literacy (grades 3-8 and 11)	54	60	49	48	50	50
Mathematics (grades 3-8 and 11)	51	66	36	37	38	39

Note: Percentages are not calculated when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Note: ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

CAASPP Test Results in ELA by Student Group

Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	181	97.31	2.69	59.67
Male	96	93	96.88	3.12	53.76
Female	90	88	97.78	2.22	65.91
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	58	55	94.83	5.17	65.45
Filipino	74	72	97.30	2.70	68.06
Hispanic or Latino	31	31	100.00	0.00	35.48
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	12	12	100.00	0.00	50.00
Socioeconomically Disadvantaged	95	91	95.79	4.21	49.45
English Learners	113	109	96.46	3.54	53.21
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Mathematics by Student Group Grades Three through Eight and Grade Eleven (School Year 2018-19)

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	186	185	99.46	0.54	66.49
Male	96	95	98.96	1.04	72.63
Female	90	90	100.00	0.00	60.00
Black or African American	--	--	--	--	--
American Indian or Alaska Native					
Asian	58	57	98.28	1.72	82.46
Filipino	74	74	100.00	0.00	70.27
Hispanic or Latino	31	31	100.00	0.00	35.48
Native Hawaiian or Pacific Islander					
White	--	--	--	--	--
Two or More Races	12	12	100.00	0.00	50.00
Socioeconomically Disadvantaged	95	94	98.95	1.05	56.38
English Learners	113	113	100.00	0.00	61.95
Students with Disabilities	--	--	--	--	--
Students Receiving Migrant Education Services					

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth					
Homeless	--	--	--	--	--

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 (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Note: 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.

CAASPP Test Results in Science for All Students

Grades Five, Eight, and Ten

Percentage of Students Meeting or Exceeding the State Standard

Subject	School 2017-18	School 2018-19	District 2017-18	District 2018-19	State 2017-18	State 2018-19
Science (grades 5, 8 and high school)	N/A	N/A	N/A	N/A	N/A	N/A

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

Note: This is a placeholder for the California Science Test (CAST) which was administered operationally during the 2018-19 school year. However, these data are not available for inclusion in the 2018-19 SARC posting due February 1, 2020. These data will be included in the 2019-20 SARC posting due February 1, 2021.

State Priority: Other Pupil Outcomes

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

- Pupil outcomes in the subject areas of physical education.

California Physical Fitness Test Results (School Year 2018-19)

Grade Level	Percentage of Students Meeting Four of Six Fitness Standards	Percentage of Students Meeting Five of Six Fitness Standards	Percentage of Students Meeting Six of Six Fitness Standards
5	8.3	18.3	68.3

Note: 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.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions for the school district and each school site.

Opportunities for Parental Involvement (School Year 2019-20)

Thomas Edison encourages the involvement and support of our parent community. We believe that only through working together can we truly make a difference for our student's. Thomas Edison has a very active Parent Teacher Organization (PTO), School Site Council and ELAC groups that work with the school to improve the quality of education for our students. Our parent groups support Thomas Edison by participating in parent education, the decision making process, and volunteering in different capacities at the school. Our PTO funds our music program and various classroom activities. Parents run a Weekly Wednesday Workshop, where they help teachers and school staff prepare for upcoming events and lessons and a monthly parent/community event . Parents and families also chaperone field trips, support fundraisers and volunteer in classrooms. Parents are always welcome to volunteer in various capacities according to their interests and skills. We have numerous family activities during the school year and we are very proud of the strong partnership we have with our parents and the community.

Contact for Thomas Edison PTO: Mrs. Nicole Priolo, President Thomas Edison PTO

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 2016-17	School 2017-18	School 2018-19	District 2016-17	District 2017-18	District 2018-19	State 2016-17	State 2017-18	State 2018-19
Suspensions	0.2	0.7	0.5	2.1	1.9	2.1	3.6	3.5	3.5
Expulsions	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety is a high priority here at Thomas Edison. Students need a safe and secure environment in order to learn properly. At Thomas Edison we strive to provide such an environment so that our students feel safe, secure, happy and encouraged to do their best.

Thomas Edison staff, along with our School Site Council reviewed and updated our comprehensive safety plan in November of 2020. The plan was then reviewed with a member of the Daly City Police Department. Parents received information about key points of the plan. The plan is located in the central office for parents to read.

Thomas Edison holds monthly emergency drills to ensure that the students understand how to react in the event of different kinds of emergencies. Each staff member has an emergency backpack with first aid supplies, student emergency information and a walkie-talkie. Each classroom has a bin with emergency supplies for the students.

We believe that clearly communicated expectations for behavior is essential for a safe school environment. Students and parents receive the school behavioral expectations. Students are reminded of these policies at an assembly and within their classrooms. "Caught Being Good" slips are handed out to reinforce positive behavior. Classrooms can receive the "Eye of the Tiger" weekly prize for good citizenship. All students know our three expectations, Respect, Responsibility and Safety.

Monthly mini-assemblies are held to reinforce the behavior expectations. All students participate in Soul Shoppe to learn how to become good citizens and how to manage conflicts, classes also receive character education classes presented by our school counselor.

Constant supervision on campus is handled by our noon supervisors, physical education aides, teachers, staff and principal.

All visitors are required to stop by the office and get clearance through our Raptor online system and receive a visitors badge.

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.

Average Class Size and Class Size Distribution (Elementary)

Grade Level	2016-17 Average Class Size	2016-17 # of Classes* Size 1-20	2016-17 # of Classes* Size 21-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-20	2017-18 # of Classes* Size 21-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-20	2018-19 # of Classes* Size 21-32	2018-19 # of Classes* Size 33+
K	20	2	1		23		3		21	1	2	
1	22		3		22		3		24		3	
2	24		2		22		3		23		3	
3	23		2		24		2		23		3	
4	29		2		28		2		27		2	
5	32		2		31		2		31		2	
6	29		2		30		1					
Other**												

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

** "Other" category is for multi-grade level classes.

Ratio of Academic Counselors to Pupils (School Year 2018-19)

Title	Ratio
Academic Counselors*	778.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Student Support Services Staff (School Year 2018-19)

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	

Title	Number of FTE* Assigned to School
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	1.0
Resource Specialist (non-teaching)	
Other	1.0

*One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2017-18)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$11340	\$2922	\$8419	\$78166
District	N/A	N/A	\$8673	\$77,468.00
Percent Difference - School Site and District	N/A	N/A	-3.0	0.9
State	N/A	N/A	\$7,507.00	\$82,663.00
Percent Difference - School Site and State	N/A	N/A	11.5	-5.6

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

The California Department of Education issued guidance to LEAs on August 1, 2018, regarding how to calculate school-level per-pupil expenditures that will be reported on 2018-19 report cards.

Types of Services Funded (Fiscal Year 2018-19)

- English Language Learners at Risk Tutoring
- After School enrichment classes (coding, movie making, art) taught by the Thomas Edison Teachers After School tutoring taught by the Thomas Edison Teachers
- After School Programs through The Daly City Partnership.(Mad Science, Hip Hop, Legos, Chess)
- Student Support Resource Teacher for small group interventions

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$54,645	\$45,741
Mid-Range Teacher Salary	\$75,080	\$81,840
Highest Teacher Salary	\$100,494	\$102,065
Average Principal Salary (Elementary)	\$136,572	\$129,221
Average Principal Salary (Middle)	\$142,640	\$132,874
Average Principal Salary (High)	\$0	\$128,660
Superintendent Salary	\$225,773	\$224,581

Category	District Amount	State Average For Districts In Same Category
Percent of Budget for Teacher Salaries	36%	36%
Percent of Budget for Administrative Salaries	7%	5%

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

Professional Development (Most Recent Three Years)

Measure	2017-18	2018-19	2019-20
Number of school days dedicated to Staff Development and Continuous Improvement	5	5	5

This section provides information on the annual number of school days dedicated to staff development for the most recent three-year period.

Thomas Edison has participated in the district staff development opportunities for both classified and certificated staff. Our focus has been on the implementation of Math and English Language Arts Curriculum. Thomas Edison works with the district ELA and Math coaches to ensure proper implementation. Every Wednesday our students are dismissed at 1:43 allowing the teachers to participate in additional professional development. The Early Release Wednesday professional development has focused on ELD, PLC's and data analysis, MTSS, PBIS and Inclusion Techniques and Best Practices. The teachers take the opportunity to visit other classrooms to observe other teaching practices. Finally, the staff at Thomas Edison has attended training on differentiating instruction to help meet the needs of our English Language Learners. These workshops provide the teachers with ideas and tools to support, engage, and challenge the students at their individual level. Our Preschool and Kindergarten team along with the school administrator are part of a County Math Alignment Cohort. In addition, they participate in a PK-3rd grade Continuum Cohort. Teachers receive opportunities to attend conferences and county trainings. They are then expected to share their new knowledge and techniques at a future Staff Meeting/PD.