

Edison Middle 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	Edison Middle School
Street	721 South Edison Road
City, State, Zip	Bakersfield, CA 93307
Phone Number	661-366-8216
Principal	La'Steveia Dixon
Email Address	ldixon@edison.k12.ca.us
Website	www.edison.k12.ca.us
County-District-School (CDS) Code	15-63438-6009435

Entity	Contact Information
District Name	Edison Elementary School District
Phone Number	(661) 363-5394
Superintendent	Erica Andrews
Email Address	eandrews@edison.k12.ca.us
Website	www.edison.k12.ca.us

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

Principal's Message

Welcome to Edison Middle School, Home of the Panthers. This School Accountability Report Card (SARC) provides information about our school during the 2019-2020 school year. Edison students and staff worked all year to improve the students' academic skills. We set high academic goals for our staff and our students each year. We will continue to improve our curricular program each year. If you have any questions about the information in the SARC, please call our office at (661) 366-8216.

District Mission Statement

The Edison Elementary School District mission is to maximize the intellectual, emotional, physical, and ethical development of every student. Each student will master basic skills, and develop a desire for lifelong learning. Each student will be taught responsibility and citizenship.

School Mission/Vision Statement

The Edison Middle School, in partnership with the community, is committed to providing a positive environment that promotes self-esteem with knowledge necessary for success in life mastery of basic skills, technology, and developing higher level thinking skills.

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

Grade Level	Number of Students
Grade 5	116
Grade 6	107
Grade 7	122
Grade 8	127
Total Enrollment	472

Student Enrollment by Group (School Year 2018-19)

Student Group	Percent of Total Enrollment
Black or African American	2.3
American Indian or Alaska Native	1.7
Asian	0.4
Hispanic or Latino	83.3
White	9.7
Two or More Races	1.9
Socioeconomically Disadvantaged	92.2
English Learners	12.3
Students with Disabilities	6.4
Foster Youth	0.2
Homeless	7

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	21	21	19	43
Without Full Credential	4	5	6	10
Teaching Outside Subject Area of Competence (with full credential)	0	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: December 2019

The school district held a public hearing on September 9, 2019, and determined that each school within the district had sufficient and good quality textbooks, instructional materials, or science lab equipment pursuant to the settlement of Williams vs. the State of California. All students, including English learners, are given their own individual standards-aligned textbooks or instructional materials, or both, in core subjects for use in the classroom and to take home. Textbooks and supplementary materials are adopted according to a cycle developed by the California Department of Education, making the textbooks used in the school the most current available. Materials approved for use by the State are reviewed by all teachers and a recommendation is made to the School Board by a selection committee composed of teachers and administrators. All recommended materials are available for parent examination at the district office prior to adoption. The table displays information collected in December 2019 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Houghton Mifflin/Harcourt- CA Collections (6th-8th) Adopted in 2016 Houghton Mifflin/ Harcourt- Journeys (5th) Adopted in 2016	Yes	0
Mathematics	Houghton Mifflin Expressions Adopted in 2015 Big Ideas Adopted in 2015	Yes	0
Science	HMH Dimensions Adopted in 2019	Yes	0
History-Social Science	Pearson Scott 2018	Yes	0

School Facility Conditions and Planned Improvements (Most Recent Year)

Edison Middle School was originally constructed in the 1930s and 40s and is comprised of eleven permanent classrooms, twelve portable classrooms, a snack bar, a cafeteria, an auditorium, a library, a gym, a music room, a computer lab, a district office, and one large outdoor area.

The table shows the results of the most recent school facilities inspection. While reviewing this report, please note that even minor discrepancies are reported in the inspection process. The items noted in the table have been corrected or are in the process of remediation.

Cleaning Process

The MOTT Director works daily with the custodial staff to ensure that the cleaning of the school is maintained to provide for a clean and safe school. The district governing board has adopted cleaning standards for all schools in the district. A summary of these standards is available at the district office for review.

Maintenance and Repair

District maintenance staff ensures that the repairs necessary to keep the school in good repair and work orders are completed in a timely manner. A computer based work order process (School Dude) is used to ensure efficient service and highest priority are given to emergency repairs.

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: January 2020

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	One heater down in Cafeteria.
Interior: Interior Surfaces	Good	Stucco damage on wall of restroom.
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	Good	
Electrical: Electrical	Good	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	Good	One leaking and two damaged drinking fountains.
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Fair	Multiple damaged ceiling tiles.
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	Good	Fence needs repair around dumpster.
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)	38	34	36	34	50	50
Mathematics (grades 3-8 and 11)	22	22	27	28	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	472	464	98.31	1.69	34.27
Male	231	226	97.84	2.16	25.22
Female	241	238	98.76	1.24	42.86
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	397	392	98.74	1.26	34.44
Native Hawaiian or Pacific Islander					
White	44	42	95.45	4.55	40.48

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	431	425	98.61	1.39	33.41
English Learners	162	162	100.00	0.00	17.28
Students with Disabilities	36	34	94.44	5.56	2.94
Students Receiving Migrant Education Services	--	--	--	--	--
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00	0.00	25.00

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	472	463	98.09	1.91	22.03
Male	231	225	97.40	2.60	19.11
Female	241	238	98.76	1.24	24.79
Black or African American	--	--	--	--	--
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Filipino					
Hispanic or Latino	397	392	98.74	1.26	22.96
Native Hawaiian or Pacific Islander					
White	44	42	95.45	4.55	16.67
Two or More Races	--	--	--	--	--
Socioeconomically Disadvantaged	431	424	98.38	1.62	21.23
English Learners	162	162	100.00	0.00	12.96
Students with Disabilities	36	34	94.44	5.56	2.94
Students Receiving Migrant Education Services	--	--	--	--	--

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
Foster Youth	--	--	--	--	--
Homeless	40	40	100.00	0.00	17.50

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	11.7	15.3	19.8
7	17.0	16.1	24.1
9			

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)

Edison Middle School greatly benefits from its supportive parents. Parents are welcome to join the School Site Council and the Parent Staff Booster Club. The Parent Staff Booster Club meets quarterly to discuss needed improvements to school programs. Parents are encouraged to visit the school through its newsletters, at Back to School night, board meetings, sport activities, winter and spring music/choir performances, Parent/Teacher conferences, drama production, and ELAC/DELAC meetings. A newsletter and calendar are sent home to parents every month informing them of the upcoming events and available programs at the school.

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact the Edison Middle at (661) 366-8216. Volunteers must be fingerprinted to work on campus.

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	7.8	4.7	1.9	5.7	3.1	1.3	3.6	3.5	3.5
Expulsions	0.6	0.4	0.0	0.3	0.2	0.1	0.1	0.1	0.1

School Safety Plan (School Year 2019-20)

Safety of students and staff is a primary concern of Edison School. The school is in compliance with all laws, rules, and regulations pertaining to hazardous materials and state earthquake standards. A safety plan was developed with the help of students, parents, staff, and administration. The Safety Plan covers general safety and emergency procedures. The plan provides students and staff a means to ensure a safe and orderly learning environment. Components of the Comprehensive Safety Plan include teacher notification of dangerous pupil procedures, disaster response procedures, procedures for evacuation to and from the school, and the duties of classified/certificated staff members during an emergency. The plan is updated annually in the fall and a copy of the plan is available to the public at the school office. It is approved by the School Site Council and presented to the school board. This is usually done by the first board meeting in October.

Average Class Size and Class Size Distribution (Secondary)

Subject	2016-17 Average Class Size	2016-17 # of Classes* Size 1-22	2016-17 # of Classes* Size 23-32	2016-17 # of Classes* Size 33+	2017-18 Average Class Size	2017-18 # of Classes* Size 1-22	2017-18 # of Classes* Size 23-32	2017-18 # of Classes* Size 33+	2018-19 Average Class Size	2018-19 # of Classes* Size 1-22	2018-19 # of Classes* Size 23-32	2018-19 # of Classes* Size 33+
English	19	11	4		19	7	8		20	6	9	
Mathematics	18	10	4		18	9	4		22	5	6	
Science	25	3	7		23	4	7		23	5	8	
Social Science	23	4	6		25	1	8		27		9	

*Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

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

Title	Ratio
Academic Counselors*	.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)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	1.0
Social Worker	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	.5

*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	\$12,262.00	\$2,330.00	\$9,932.00	\$74,227
District	N/A	N/A	\$9,201.00	\$67,445.00
Percent Difference - School Site and District	N/A	N/A	7.6	9.6
State	N/A	N/A	\$7,506.64	\$77,619.00
Percent Difference - School Site and State	N/A	N/A	27.8	-4.5

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)

Edison Middle School provides math, language arts, and English Language Development tutoring for its struggling students. These services are provided outside the normal hours for the students. Transportation is provided to the families by the district as well. We also have a GATE program outside normal school hours with transportation provided as well. The district provides mentoring services with outside agencies such as YWRAP and SAL. The district provides these services after hours and with transportation provided by the district. The district also provides on site counseling.

Teacher and Administrative Salaries (Fiscal Year 2017-18)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$45,683	\$49,378
Mid-Range Teacher Salary	\$64,726	\$77,190
Highest Teacher Salary	\$83,644	\$96,607
Average Principal Salary (Elementary)	\$114,681	\$122,074
Average Principal Salary (Middle)	\$114,203	\$126,560
Average Principal Salary (High)	\$0	\$126,920
Superintendent Salary	\$157,645	\$189,346
Percent of Budget for Teacher Salaries	32%	36%
Percent of Budget for Administrative Salaries	6%	6%

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

As part of the growth process, opportunities for training and staff development are provided at both the district and individual school sites to administrators, teachers, and classified staff. The district holds four staff development days in August of each year. These are contracted days for the teachers. An additional day was offered in January. The trainings were part of the new curriculum adoption for math and language arts. Additional training was offered for writing, social studies, science, active shooter, first aide, PBIS, and mandated reporting. Each site also holds quarterly instructional reviews, as well as intervention reviews to help identify struggling students.