



Thomas Edison Elementary School

2009-2010 School Accountability Report Card

**Todd Lindeman,
Principal**

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**San Juan Unified
School District**

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School Profile

Thomas Edison Elementary is one of 42 elementary schools in the San Juan Unified School District. The curriculum provided is aligned to the California Content Standards. The school supports cultural awareness on a daily basis through its diverse literature selections and other school activities.

At Thomas Edison School, we provide a comprehensive education for every student. By setting high academic expectations and with rigorous teaching to the standards, our students continuously show improvement. Intensive academic enrichment and intervention programs ensure that all students reach their full potential. Working as a cohesive staff, we partner with parents, students, and community members to create a safe and respectful environment. We establish meaningful relationships that lead to an enjoyable educational experience. We educate the whole child by offering a myriad of extra-curricular activities to help our students feel connected to the school. We instill perseverance and self-worth, which empowers our students to become life-long learners. Our students leave Edison School prepared for the future.

Thomas A. Edison School is a place where:

- Differences are appreciated
- High standards are set for academic achievement and responsible behavior
- Citizenship means people are valued, safe and respected
- Students, parents, community and staff work together
- One interpreter provides additional language support for our English Language Learners.
- The Bridges After School Program provides after school assistance with homework. There is also an enrichment component that allows some of our children access to recreational programs.
- Over 90 community members tutor students in their academics.
- After school sports, music, and art programs are available for students.
- The counseling program is a prevention and early intervention program providing students individual counseling, classroom meetings, friendship groups, crisis intervention and referrals to outside agencies. The counselor also serves as a resource to staff and parents and trains student conflict managers.
- The Student Study Team supports individual student needs.
- Title I Program is designed to provide support for students academically. Assistance is provided to qualifying students on an extended day basis as well as in the child's classroom.
- Discovery Club – Quality child care for children of parents who are working or in training.
- Literacy Little League Program provides adult tutors to students in grade 3 in the area of reading.
- Students participate in Student Council in order to have leadership opportunities.
- Students receive awards at our monthly Awards Assemblies.
- Assemblies, field trips and Family Nights provide enriching experiences for our students.
- PTA provides support to classrooms by giving teachers additional money to support their classroom activities. Family Nights, Spring B.B.Q., fundraisers and school assemblies are part of PTA's generous offerings.

Student Enrollment by Ethnic Group

2009-10

	Percentage
African American	28.2%
American Indian	2.3%
Asian	1.3%
Filipino	0.7%
Hispanic or Latino	36.5%
Pacific Islander	2.0%
White	28.9%
Two or More	-
None Reported	-

Contact Information

Parents or community members who wish to participate in leadership teams, school committees, school activities, or become a volunteer may contact Todd Lindeman, the Thomas Edison Elementary Principal, at (916) 575-2342 or by email at tlindeman@sanjuan.edu.

Parent Involvement

Parents are encouraged to participate in their child's program by volunteering, visiting, and/or meeting with teachers, support staff and principal. We want parents to be involved in their child's education as much as possible.

Tuesday Talks with the Principal are held each month. A parent center is being created this year to help invite parents to help at the school and to feel more connected to the school. Two family nights are held during the year. A monthly parent forum is available for parents whose children participate in the Spanish dual immersion program. Parents are able to learn about the program and visit the classrooms. An English class for parents is held at the school three times each week. Child care is provided for parents who participate in this program. Leadership opportunities are available for parents at the school. A School Site Council and an English Language Advisory Council are both available for parents to be involved with helping make important decisions at the school.

Edison's Parent Teachers Association (PTA) has supported the entire school community through planning and implementing events such as student assemblies, family nights, and a Spring B.B.Q. The PTA has made financial contributions to the school directed toward improving the appearance of the school and has supported school projects.

The "Edison Light" family school newsletter is sent home weekly and individual classrooms issue newsletters. Numerous phone calls are made by staff, and parent conferences are held regularly to validate strengths, applaud success, and assess progress. Report cards are issued at the end of each trimester.

English Language Learner parents are invited to participate in a monthly program which describes how the educational system works and how they can become more involved at the school.

Enrollment By Grade

This chart illustrates the enrollment trend by grade level for the past three school years.

Enrollment Trend by Grade Level			
	2007-08	2008-09	2009-10
K	47	51	58
1st	64	49	44
2nd	40	41	46
3rd	40	40	41
4th	74	47	42
5th	33	53	38
6th	33	24	32



Class Size

Average class sizes vary by grade level and subject area taught. In addition to credentialed teachers, students may receive assistance in the classroom from parent volunteers, classified support staff, and outside tutors. The table indicates the average class size by grade level or subject area, as well as the number of classes offered in reference to their enrollment.

Class Size Distribution												
Average Class Size	Classrooms Containing:											
	1-20 Students			21-32 Students			33+ Students					
	08	09	10	08	09	10	08	09	10			
K	18	20	19	3	3	2	-	-	1	-	-	-
1	19	20	14	4	2	2	-	-	1	-	-	-
2	20	21	23	2	1	-	-	1	2	-	-	-
3	20	20	21	3	3	1	-	-	1	-	-	-
4	34	23	25	-	-	-	-	2	1	1	-	-
5	30	24	22	-	-	-	1	2	2	-	-	-
6	29	22	26	-	-	-	1	1	1	-	-	-

Discipline & Climate for Learning

Students at Thomas Edison Elementary are guided by specific rules and classroom expectations that promote respect, cooperation, courtesy and acceptance of others. Parents and students are informed of school rules and discipline policies through the Parent Handbook which is sent home at the beginning of the school year.

The Suspensions and Expulsions table illustrates total cases for the last three years, as well as a percentage of enrollment. Suspensions are expressed in terms of total infractions, not number of students suspended, as some students may have been suspended on multiple occasions. Expulsions occur only when required by law or when all other alternatives are exhausted.

	Suspensions & Expulsions					
	School			District		
	07-08	08-09	09-10	07-08	08-09	09-10
Suspensions	63	19	59	12199	10866	8477
Suspension Rate	19.0%	6.2%	19.6%	25.7%	23.0%	17.9%
Expulsions	0	0	0	142	140	0
Expulsion Rate	0.0%	0.0%	0.0%	0.3%	0.3%	0.0%

Teacher Assignment

San Juan Unified recruits and employs the most qualified credentialed teachers.

	Teacher Credential Status			
	School			District
	07-08	08-09	09-10	09-10
Fully Credentialed	19	18	22	2059
Without Full Credentials	0	1	0	19
Working Outside Subject	0	0	0	33

Teacher misassignments reflect the number of placements within a school for which the certificated employee in the teaching or services position (including positions that involve teaching English Learners) does not hold a legally recognized certificate or credential. Teacher vacancies reflect the number of positions to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year.

Misassignments/Vacancies			
	08-09	09-10	10-11
Misassignments of Teachers of English Learners	0	0	0
Misassignments of Teachers (other)	0	0	0
Total Misassignments of Teachers	0	0	0
Vacant Teacher Positions	0	0	0

Highly Qualified Teachers

The Federal No Child Left Behind Act requires that all teachers in core subject areas meet certain requirements in order to be considered as "Highly Qualified" no later than the end of the 2006-07 school year. Minimum qualifications include: possession of a Bachelor's Degree, possession of an appropriate California teaching credential, and demonstrated competence in core academic subjects.

NCLB Compliant Teachers		
	% of Core Academic Courses Taught By NCLB Compliant Teachers	% of Core Academic Courses Taught By Non-NCLB Compliant Teachers
School	100.0%	0.0%
District	94.5%	5.5%
High-Poverty Schools in District	90.1%	9.9%
Low-Poverty Schools in District	93.1%	6.9%

Counseling & Support Staff

It is the goal of Thomas Edison Elementary to assist students in their social and personal development as well as academics. The school gives special attention to students who experience achievement problems, difficulty coping with personal and family problems, trouble with decision making, or handling peer pressure.

Staff Development

Professional development is a key part of the continuous improvement process for educators. Annually, teachers and site administrators participate in a minimum of 18 hours of professional development. In addition to this time, 75 minutes per week are dedicated to staff collaboration and training planned by site leadership teams. The District also provides a cycle of continuous professional development for Administrators with monthly Leadership Academies followed by Network Meetings and Coaching sessions.

The District also provides professional development opportunities with its major initiatives such as Writing Workshop and RTI and the new mathematics adoption. Many other voluntary professional development opportunities are provided throughout the year after school, on Saturdays, and during summer and vacation breaks. This includes training sponsored by district departments, BTSA, grant-funded projects, and the San Juan Teacher's Association. Many teachers and administrators also take advantage of opportunities with SCOE, CDE, the college/university programs, state/national education organizations, and private educational institutes.

What grounds the professional development in the district is the District Strategic Plan and the District Theory of Action. Professional Development is further determined using one or more of the following: (a) student achievement data, (b) staff survey data, and (c) district-identified goals. Professional development addresses content standards, teaching strategies, curriculum, assessment, technology, classroom management, safety, and leadership. Administrator training accompanies professional development in district focus areas, providing implementation support for teachers on site. Content-area and technology coaches are available at some schools. Additional classroom support is provided to new and struggling teachers by PAR/BTSA coaches.

Paraprofessionals are encouraged to participate in professional development at the district and site level. Specifically designed training is offered to non-instructional support staff such as clerical and custodial staff.

Additional Internet Access/Public Libraries

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 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.

Physical Fitness

In the spring of each year, San Juan Unified schools are required by the state to administer a physical fitness test to all students in grades five, seven, and nine. The physical fitness test measures each student's ability to perform fitness tasks in six major areas: Aerobic Capacity, Body Composition, Trunk Extension Strength, Abdominal Strength, Upper Body Strength, and Flexibility. Students who either meet or exceed the standards in all six fitness areas are considered to be physically fit or in the "healthy fitness zone" (HFZ).

**2009-10 scores were not released by the CDE at the time of publication.*

Safe School Plan

This school is linked directly to the San Juan Unified School District's Safe Schools Program. In partnership with the Sacramento County Sheriff's Department and the City of Citrus Heights Police Department (CHPD), each school becomes part of a safety zone that is patrolled daily by a sheriff's deputy assigned specifically to specific geographic zone or CHPD officer assigned to a particular school or small group of schools within the City of Citrus Heights. In addition to daily support from a designated Sheriff's deputy or CHPD officer, this school is a part of the San Juan Unified School District's Safe Schools Task Force, which is comprised of safety teams from each of the school sites. Each school safety team meets regularly to discuss safety issues and to take steps to be proactive in preventing various types of school-related safety issues. Law enforcement provides speakers to address students, staff and community groups. Our safety team receives regular training through the Task Force and has a responsibility for updating our comprehensive safety plan on a yearly basis. Every San Juan classroom has a standardized "Safety Folder" which serves as a guide for teachers and also includes the site specific crisis response procedures.



Instructional Materials

San Juan Unified School District held a public hearing on September 28, 2010 (Resolution on October 12, 2010), 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 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school.

District-Adopted Textbooks					
Grade Levels	Subject	Publisher	Adoption Year	Sufficient	% Lacking
6th	Mathematics	Holt	2009	Yes	0.0%
K-5	Mathematics	Houghton Mifflin/Harcourt	2009	Yes	0.0%
K-6	Reading Development	Pro-Ed, Inc.: Reading Milestones, 3rd Edition	2007	Yes	0.0%
4-6	Reading Intervention	Scholastic: Read 180	2009	Yes	0.0%
K-6	Reading/ Language Arts	Houghton Mifflin: Legacy of Literacy	2002	Yes	0.0%
K-6	Science	Delta Education: Foss	2008	Yes	0.0%
6	Science	Glencoe McGraw-Hill: Glencoe Focus on Earth	2008	Yes	0.0%
K-5	Social Science	Pearson-Scott Foresman: History-Social Science for California	2007	Yes	0.0%
6	Social Science	Teacher's Curriculum Institute (TCI): History Alive	2006	Yes	0.0%

Adequate Yearly Progress

No Child Left Behind (NCLB) is a federal law enacted in January 2002 that reauthorized the Elementary and Secondary Education Act (ESEA). It mandates that all students (including students who are economically disadvantaged, are from racial or ethnic minority groups, have disabilities, or have limited English proficiency) in all grades meet the state academic achievement standards for Mathematics and English/Language Arts by 2014. Schools must demonstrate "Adequate Yearly Progress" (AYP) toward achieving that goal. The Federal NCLB Act requires that all schools and districts meet the following Adequate Yearly Progress (AYP) requirements:

- Participation rate on the state's standards-based assessments in English/Language Arts (ELA) and Mathematics.
- Percent proficient on the state's standards-based assessments in ELA and Mathematics.
- API as an additional indicator.
- Graduation rate (for secondary schools).

There are several consequences for schools that do not meet the AYP standards, including additional tutoring and replacing of staff. Students would also be allowed to transfer to schools (within their district) that have met their AYP, and the former school would be required to provide the transportation to the new site. Results of school and district performance are displayed in the chart.

Made AYP Overall	Adequate Yearly Progress (AYP)			
	School		District	
	English - Language Arts	Mathematics	English - Language Arts	Mathematics
Participation Rate	Yes	Yes	Yes	Yes
Percent Proficient	No	No	No	No
API School Results	No		Yes	
Graduation Rate	N/A		Yes	

California Standards Test

The California Standards Test (CST), a component of the STAR Program, is administered to all students in the spring to assess student performance in relation to the State Content Standards. Student scores are reported as performance levels: Advanced (exceeds state standards), Proficient (meets standards), Basic (approaching standards), Below Basic (below standards), and Far Below Basic (well below standards). The combined percentage of students scoring at the Proficient and Advanced levels in English/Language Arts, Math, Social Science, Science, for the most recent three-year period, is shown. Summative scores are not available for Math (grades 8-11), Science (available for grades 5 and 8 only), and grade 9 Social Science. For results on course specific tests, please see <http://star.cde.ca.gov>.

California Standards Test (CST)									
Subject	School			District			State		
	2008	2009	2010	2008	2009	2010	2008	2009	2010
English/Language Arts	31	30	25	51	54	55	46	50	52
Mathematics	52	41	34	47	49	50	43	46	48
Science	55	47	38	52	55	58	46	50	54
History/Social Science	*	*	*	39	44	47	36	41	44

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

California Standards Test (CST)				
Subgroups				
Subject	English/ Language Arts	Mathematics	Science	History/ Social Science
District	55	50	58	47
School	25	34	38	*
African American	25	30	*	*
American Indian	*	*	*	*
Asian	*	*	*	*
Filipino	*	*	*	*
Hispanic or Latino	15	24	17	*
Pacific Islander	*	*	*	*
White	38	45	55	*
Males	20	30	50	*
Females	32	38	28	*
Socioeconomically Disadvantaged	23	33	38	*
English Learners	10	22	*	*
Students with Disabilities	7	11	*	*
Migrant Education	*	*	*	*

*Scores are not disclosed when fewer than 10 students are tested in a grade level and/or subgroup.

Federal Intervention Program

Schools and districts receiving Federal Title I funding enter Program Improvement (PI) if they do not make AYP for two consecutive years in the same content area (English/Language Arts or Mathematics) or on the same indicator (API or graduation rate). After entering PI, schools and districts advance to the next level of intervention with each additional year that they do not make AYP.

Federal Intervention Programs		
	School	District
Program Improvement (PI) Status	In PI	In PI
First Year in PI	2006-2007	2008-2009
Year in PI (2010-11)	Year 4	Year 3
# of Schools Currently in PI	-	11
% of Schools Identified for PI	-	14.47%

Academic Performance Index

The Academic Performance Index (API) is a score on a scale of 200 to 1,000 that annually measures the academic performance and progress of individual schools in California. The state has set 800 as the API score that schools should strive to meet.

Statewide Rank: Schools receiving an API Base score are ranked in ten categories of equal size (deciles) from 1 (lowest) to 10 (highest), according to type of school (elementary, middle, or high school).

Similar Schools Rank: Schools also receive a ranking that compares that school to 100 other schools with similar demographic characteristics. Each set of 100 schools is ranked by API score from 1 (lowest) to 10 (highest) to indicate how well the school performed compared to similar schools.

The table to the right displays the school's API ranks and actual API point changes by student group for the past three years.

The table below displays, by student group, the most recent Growth API at the school, district, and state level.

	Growth API		
	School	District	State
All Students	677	788	767
Hispanic or Latino	635	709	715
White	714	813	838
Socioeconomically Disadvantaged	670	713	712

API School Results			
	07-08	08-09	09-10
Statewide	1	3	1
Similar Schools	1	5	2
All Students at the School			
Actual API Change	77	-29	-21
Hispanic or Latino			
Actual API Change	91	-25	-22
White			
Actual API Change	53	-21	-27
Two or More Races			
Actual API Change	-	-	0
Socioeconomically Disadvantaged			
Actual API Change	74	-10	-27

* Statewide and similar schools ranks are based on the first year listed. (Example: the 07-08 rank reflects testing from Spring 2007.)

School Facilities

Thomas Edison Elementary School was modernized during the 1996-1997 school year. The scope included, roof repair or replacement, interior and exterior painting, selected window system replacement, energy-efficient lighting, and heating system upgrade, new doors with handicapped accessible hardware, restroom restoration, electrical infrastructure upgrade to provide for internet, cable, telephone, new fire, intrusion and intercom system, throughout the school. A new HVAC system was installed during the summer of 2001. Currently, there is sufficient space to house the student population. There is a site custodial staff that cleans the building, along with district support for major/minor repairs. The district provides gardening and landscape services on a regular schedule. Regular fire/emergency drills are held, and badges are required for all visitors and personnel.

The Board of Education and the Superintendent's policy is to ensure that all students are provided with a safe and well-maintained learning environment. The board approved resolutions in 1998 and 2002 to adequately fund maintenance activities and preserve the repairs and improvements funded by two facility bond measures. The school buildings, classrooms and grounds are safe, clean and functional. An inspection of the facility was conducted in April 2010 and determined that there were no unsafe conditions that required emergency repairs. District maintenance staff ensures that the repairs necessary to keep the school in good repair and working order are completed in a timely manner. A computer automated work order process is used to ensure efficient service and that emergency repairs and health and safety repairs are given the highest priority. The Board of Education has adopted cleaning standards and custodial staffing requirements for all schools in the district. This school meets the board's standards for custodial staffing and cleanliness. All classrooms and restrooms are cleaned daily. The school's custodians are trained in the proper use of cleaning chemicals and Integrated Pest Management techniques. They are managed day to day by the Principal with assistance from the district's maintenance department. The district participates in the State School Deferred Maintenance Program, which provides state matching funds on a dollar-for-dollar basis, to assist school districts with expenditures for major repair or replacement of existing school building components. Typically, this includes roofing, plumbing, heating, air conditioning, electrical systems, interior or exterior painting, and floor systems. For the 2008-09 school year, the district budgeted over \$4 million for the deferred maintenance program which includes a \$1.6 million contribution from Measure J funds.

School Facility Conditions				
Date of Last Inspection: 04/30/2010				
Overall Summary of School Facility Conditions: Exemplary				
Items Inspected	Facility Component System Status			Deficiency & Remedial Actions Taken or Planned
	Good	Fair	Poor	
Systems (Gas Leaks, Mech/HVAC, Sewer)	X			
Interior	X			
Cleanliness (Overall Cleanliness, Pest/Vermin Infestation)	X			
Electrical	X			
Restrooms/Fountains	X			
Safety (Fire Safety, Hazardous Materials)	X			
Structural (Structural Damage, Roofs)	X			
External (Grounds, Windows, Doors, Gates, Fences)	X			

Teacher & Administrative Salaries as a Percentage of Total Budget

This table displays district salaries for teachers, principals, and superintendents, and compares these figures to the state averages for districts of the same type and size. The table also displays teacher and administrative salaries as a percent of the districts budget, and compares these figures to the state averages for districts of the same type and size. Detailed information regarding salaries may be found at the CDE Web site, www.cde.ca.gov.

Average Salary Information		
Teachers - Principal - Superintendent		
2008-09		
	District	State
Beginning Teachers	\$41,336	\$42,377
Mid-Range Teachers	\$70,764	\$67,667
Highest Teachers	\$83,464	\$87,102
Elementary School Principals	\$104,503	\$108,894
Middle School Principals	\$109,689	\$113,713
High School Principals	\$125,643	\$124,531
Superintendent	\$234,000	\$223,323
Salaries as a Percentage of Total Budget		
Teacher Salaries	41.3%	40.3%
Administrative Salaries	6.1%	5.5%

School Site Teacher Salaries

The chart illustrates the average teacher salary at the school and compares it to the average teacher salary at the district and state (based on FY 2008-09 financial statements).

Average Teacher Salaries	
School & District	
School	\$59,247
District	\$69,380
Percentage of Variation	14.61%
School & State	
All Unified School Districts	\$68,179
Percentage of Variation	13.11%

District Revenue Sources

In addition to general state funding, Thomas Edison Elementary receives state and federal funding for the following categorical funds and other support programs: Title I, School Improvement Block Grant, Economic Impact Aid.

District Expenditures

San Juan Unified spent an average of \$8323 to educate each student (based on 2008-09 FY audited financial statements). The table provides a comparison of a school's per pupil funding from unrestricted sources with other schools in the district and throughout the state.

Expenditures per Pupil	
School	
Total Expenditures Per Pupil	\$8,075
From Restricted Sources	\$3,127
From Unrestricted Sources	\$4,948
District	
From Unrestricted Sources	\$5,195
Percentage of Variation between School & District	4.75%
State	
From Unrestricted Sources	\$5,681
Percentage of Variation between School & State	12.90%

Data Sources

Data within the SARC was provided by San Juan Unified School District, retrieved from the 2009-10 SARC template, and/or located on Dataquest (<http://data1.cde.ca.gov/dataquest>). Dataquest is a search engine, maintained by the California Department of Education (CDE), which allows the public to search for facts and figures pertaining to schools and districts throughout the state. Among the data available, parents and community may find information about school performance, test scores, student demographics, staffing, and student misconduct/intervention.