

2018 SARC Input Form

THIS IS NOT THE FULL SARC TEMPLATE.

Please review and complete each section of this template for completeness and accuracy. This template is provided as a tool to update your SARC and contains only a list of required reporting components that our team isn't able to retrieve from public sources (i.e., Dataquest). DTS will import publicly available data as it becomes available.

This template provides clear, concise guidance in each section to assist you through the update process. You can also click on the section title for any of the sections to review detailed guidance from CDE regarding the reporting requirements for the section being reviewed/updated. A full version of CDE's data elements document can be downloaded by [clicking here](#).

A list of answers to frequently asked questions can be reviewed by [clicking here](#). If, after reading the provided guidance and referring to the frequently asked questions documentation, you find you still need assistance, please feel free to contact the DTS Support Team by [clicking here](#).

School Contact Information (School Year 2018-19)

Please review and complete the information below as needed. This section should include **current** School Contact Information for your school.

School Information	
School Name	Thomas Edison Language Institute K-8
Street	2950 Hurley Way
City, State, Zip	Sacramento CA, 95864
Phone Number	(916) 979-8960
Principal	Danielle Storey, Ed.D
E-mail Address	danielle.storey@sanjuan.edu
School Website	https://www.sanjuan.edu/Edison.cfm
CDS Code	34-67447-6034540

District Contact Information (School Year 2018-19)

Please review and complete the information below as needed. This section should include **current** District Contact Information for your district.

District Information	
District Name	San Juan Unified School District
Street	3738 Walnut Ave.
City, State, Zip	Carmichael CA, 95608
Phone Number	(916) 971-7700
Superintendent	Kent Kern
Web Site	www.sanjuan.edu
E-mail Address	info@sanjuan.edu

School Description and Mission Statement (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about your school, its programs and its goals. This section should be kept to 2-3 paragraphs.

Valuing diversity and community, Thomas Edison Language Institute empowers, cultivates, and educates our students to become global citizens, confident life-long learners, and creative problem solvers by engaging in self-directed, meaningful, and relevant learning. All of this is embedded in multicultural instruction that is carried out in a safe, caring, respectful, and multilingual environment.

In 2010, the school added an optional Spanish Dual Immersion program. The three goals for the program include bilingualism, biliteracy, and cultural awareness. Students from all over the Sacramento area attend Thomas Edison for this educational opportunity.

Thomas Edison Language Institute is one of 41 elementary/K-8 schools in the San Juan Unified School District. At Thomas Edison Language Institute, we provide a comprehensive education for every student. By setting high academic expectations and 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 prepared for the future.

There are many extracurricular activities provided before and after school for our students. There are two programs which provide care from 2:30-6:00 p.m.: Bridges and Arden Manor. We also offer classes in tutoring, guitar, folklorico dance, art, basketball, volleyball, flag football, boxing and many others!

There is also a focus on college and career readiness at Edison. Some grade levels visits one college for the day in order to learn about higher education and how they can prepare themselves for college. Each room at the school is focused on one college. Front doors are painted in the school's color, a school magnet is on each door, and a bulletin board inside the classroom is focused on the college. Signs around the campus are focused on three things: famous people who have made a difference in the world, positive character traits, and colleges. A week in January is focused on career awareness. All grades participate in this in a variety of

ways.

Our school program includes but is not limited to the following components: Spanish Dual Immersion, Full Day Kindergarten, Transitional Kindergarten, and a Balanced Literacy curriculum.

Our School Site Strategic Plan focuses on four areas: Parent and Community Involvement, Spanish Dual Immersion Program, Meeting the Needs of All Students, and Improving Instruction. In all of these areas we focus on improvement every year. This plan was evaluated and updated in January of 2014.

The intervention staff at Edison focuses on providing academic support to both staff and students in order to help increase academic achievement by students. An intervention teacher works with students to provide academic intervention. We have two counselors that work with all students at Thomas Edison to help them with emotional concerns that prevent them from focusing on learning. The counselors also focus on career and college awareness with all of our students. Thomas Edison is fortunate to also have a part time social worker and counselor assigned to our school to help support the Multi-Tiered System of Support (MTSS). We also have three English Language Development (ELD) teachers that work with all of our students who are learning English; their focus is to help students improve their English skills as rapidly as possible in order to help increase their academic achievement.

Opportunities for Parental Involvement (School Year 2018-19)

Please review and complete the information below as needed. This section should include information on how parents can become involved in school activities, including contact information pertaining to organized opportunities for parent involvement. This section should be kept to 1-2 paragraphs.

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 become involved in their child's education as much as possible.

Parent Meetings are held each trimester for the Dual Immersion program. A parent center was created last year to invite parents to help at the school and to feel more connected to the school. Family nights are held twice during the year. Parents are able to learn about the Dual Immersion program and visit the classrooms. Leadership opportunities are available for parents at the school. A School Site Council and an English Language Advisory Council (ELAC) 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 and family nights. The PTA has made financial contributions to the school to improve the appearance of the school and has supported school projects. This year the PTA added a beginning of the year BBQ as well for staff and families to get to know each other.

The Edison family school newsletter is sent home monthly 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. We also hold monthly

Latino, African American and Arabic/Farsi parent forums. In 2017 we started the "Dad's and Doughnuts " monthly meeting for dads to come together and create community and learn how to support their children. For the 2018 school year we changed the name to "Tiger Dads" and added a "Tiger Mom's" program as well.

For more information on parent involvement please contact Clarissa Alva at 916-979-8960.

School Safety Plan (School Year 2018-19)

Please review and complete the information below as needed. This section should include information about your school's comprehensive safety plan, including the dates on which the safety plan was last reviewed, updated, and discussed with faculty; as well as a brief description of the key elements of the plan (please do not paste your entire safety plan in this field). This section should be kept to 1-2 paragraphs.

The Thomas Edison Language Institute makes safety a top priority. The School Site Council/Safety Team last updated the comprehensive school safety plan on 2-28-18 (pm) after reviewing it at a public meeting on 2-28-18 (am). The plan includes a review of safety data for the campus, incident response information in case of fire, earthquakes and other dangers, and details on safety policies. A copy of the plan is available for review in the school office.

Drills are held on a regular basis to include fire drills, earthquake drills and intruder drills.

Safety is a shared responsibility and our school is supported by the district's Safe Schools program in coordination with the Sacramento Sheriff's Department and Citrus Heights Police Department. The Safe Schools program provides district employed safety specialists who provide safety advice, training and respond to critical incidents. They are supplemented by uniformed law enforcement officers dedicated to working with San Juan Unified schools.

School Facility Conditions and Planned Improvements (School Year 2018-19)

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent), including:

- Description of the safety, cleanliness, and adequacy of the school facility
- Description of any planned or recently completed facility improvements
- The year and month in which the data were collected
- Description of any needed maintenance to ensure good repair

FIT tools completed using CDE's MS Excel format (only) can be submitted to DTS for import by [clicking here](#). Requests for multiple schools should be sent in one email. Otherwise, Please review and complete the information below as needed.

Year and month of the most recent FIT report: 09/02/2016

This section should be kept to 1-2 paragraphs.

Due to increased student enrollment, the school was relocated to the site previously known as Jonas Salk High Tech Academy. Currently, there is sufficient space to house the student population. In order to prepare the site as a K-8 site, various work was done summer of 2011. This included: carpeting most of the rooms, two

play structures, front office renovation, and improved parking area for safety. Through Measure J funds during the Spring/Summer 2013, restrooms site-wide were reconfigured and renovated. This included all plumbing, fixtures, partitions, floors, walls, and upgrades to meet ADA requirements, 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 September 2016 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. 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, with funding allocated 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. Annually the district budgets \$2 million dollars for deferred maintenance activities.

School Facility Good Repair Status (School Year 2018-19)

Please review and complete the information below as needed. This section should include information from the most recent Facility Inspection Tool (FIT) data (or equivalent):

This data should match the most recent inspection/FIT report for your school.

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces	X			
Cleanliness: Overall Cleanliness, Pest/ Vermin Infestation	X			
Electrical: Electrical	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			Repair Needed and Action Taken or Planned
	Good	Fair	Poor	
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs	X			
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	X			

System Inspected	Repair Status (the marks should match your most recent inspection)			
	Exemplary	Good	Fair	Poor
Overall Rating		X		

Teacher Credentials

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Teachers at this School	School			District
	2016-17	2017-18	2018-19	2018-19
With Full Credential	36	43	42	1968
Without Full Credential Without a full credential (includes LEA and university internships, pre-internships, emergency or other permits, and waivers)	3	4	5	50
Teaching Outside Subject Area of Competence CDE does not collect data on the number of teachers teaching outside their subject area of competence (with full credential). Teaching outside subject area data should be available in the LEA’s personnel office. In most instances, teaching outside subject area is a subset of total teacher misassignments (see data definition for Teacher Misassignments).	0	0	0	0

Teacher Misassignments and Vacant Teacher Positions

Please review and complete the information below as needed. This section should include the number of teachers that fall into each category listed for the year indicated.

Indicator	2016-17	2017-18	2018-19
Misassignments of Teachers of English Learners 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Total Teacher Misassignments 'Misassignments' refers to the number of positions filled by teachers who lack legal authorization to teach that grade level, subject area, student group, etc.	0	0	0
Vacant Teacher Positions 'Vacant Teacher Positions' refer to positions not filled by a single designated teacher assigned to teach the entire course at the beginning of the school year or semester.	0	0	0

Academic Counselors and Other Support Staff (School Year 2017-18)

The data that is currently displayed in this table was carried over from last year's SARC. Please update the FTE for each category as needed. This section should include the number of staff, full time equivalent (FTE), employed at your school that fall into the categories listed.

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

Title	Number of FTE Assigned to School	Average Number of Students per Academic Counselor
Academic Counselor	2	414
Counselor (Social/Behavioral or Career Development)	2	♦
Library Media Teacher (Librarian)		♦
Library Media Services Staff (paraprofessional)	1	♦
Psychologist	1	♦
Social Worker	.5	♦
Nurse	.2	♦
Speech/Language/Hearing Specialist	1	♦
Resource Specialist (non-teaching)	1	♦
Other	1	♦

♦ means data is not required. The fields are intentionally not provided.

Textbooks and Instructional Materials (School Year 2018-19)

This section describes 1) whether the textbooks and instructional materials used at the school are from the most recent adoption, 2) whether there are sufficient textbooks and instructional materials for each student 3) and information about the school's use of any supplemental curriculum or non-adopted textbooks or instructional materials.

List all textbooks and instructional materials used in the school in **core subjects** (reading/language arts, math, science, and history-social science), including:

- Year they were adopted
- Whether they were selected from the most recent list of standards-based materials adopted by the State Board of Education (SBE) or local governing board
- Percent of students who lack their own assigned textbooks and/or instructional materials*
- For kindergarten through grade 8 (K-8), include any supplemental curriculum adopted by local governing board

If an insufficiency exists, the description must identify the percent of students who lack sufficient textbooks and instructional materials. Be sure to use the most recent available data collected by the LEA and note the year and month in which the data were collected.

This data should match the most recent adoption of textbooks for your LEA.

Year and month in which the data were collected: September, 2018

This section should be kept to 1-2 paragraphs.

San Juan Unified held a public hearing on September 11, 2018 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 September 2018 about the quality, currency, and availability of the standards-aligned textbooks and other instructional materials used at the school. If you would like more information on the textbooks and instructional materials please visit our website:

<http://www.sanjuan.edu/Page/23485> In July 2009, EC Section 60200.7. The State Board of Education has adopted frameworks for ELA/ELD, Math, Science and Social Sciences, and has identified an approved list of instructional materials available for adoption. For more information regarding San Juan's textbook adoption schedule, please visit our website:

<http://www.sanjuan.edu/cms/lib8/CA01902727/Centricity/Domain/140/Textbook%20Piloting%20adoption%20Schedule.pdf>.

Core Curriculum Area	Textbooks and Instructional Materials/ Year of Adoption	From Most Recent Adoption?	Percent of Students Lacking Own Assigned Copy
Reading/Language Arts	2017: Benchmark-Advance Grades K-5 2017: Amplify ELA/ELD Grades 6-8	Yes	0.0
Mathematics	2015: Pearson - Envision Math 2015: Houghton Mifflin Harcourt - Go Math	Yes	0.0
Science	2008: Delta Education - FOSS 2008: Glencoe McGraw-Hill	Yes	0.0
History-Social Science	2007: Scott Foresman/Pearson - History - Social Science for California 2007: TCI - History Alive!	Yes	0.0
Foreign Language			
Health			
Visual and Performing Arts			
Science Laboratory Equipment (grades 9-12 schools only)	♦	♦	0.00%

♦ means data is not required. The fields are intentionally not provided.

Expenditures per Pupil and School Site Teacher Salaries (Fiscal Year 2016-17)

The fields that are highlighted yellow are populated for you with data provided by CDE.

Percent differences, highlighted light-blue, are calculated by this form.

The remaining data was copied over from last year's SARC and should be reviewed/updated, with data from FY 16-17.

The most recent data available from CDE is for fiscal year 2016-17. For comparison purposes, data for the same fiscal year is requested from the school.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 16-17, is correct.

Level	Expenditures Per Pupil			Average Teacher Salary
	Total	Supplemental/ Restricted Sources	Basic/ Unrestricted Sources	
School Site	8403	1933	6470	\$59,504
District	◆	◆	\$5,013	\$76,908
Percent Difference: School Site and District	◆	◆	25.4	-24.1
State	◆	◆	\$11,548	\$80,764
Percent Difference: School Site and State	◆	◆	-1.6	-28.4

◆ means data is not required. The fields are intentionally not provided.

Supplemental/Restricted expenditures come from money whose use is controlled by law or by a donor. Money that is designated for specific purposes by the district or governing board is not considered restricted.

Basic/Unrestricted expenditures are from money whose use, except for general guidelines, is not controlled by law or by a donor.

Types of Services Funded (Fiscal Year 2017-18)

Please review and complete the information below as needed. This section should include specific information about the types of programs and services available at the school that support and assist students. For example, this narrative may include information about supplemental educational services related to the school's federal Program Improvement (PI) status.

As this template is thoroughly reviewed each year, please note that the year listed, fiscal year 17-18, is correct.

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.

Supplemental/Restricted expenditures come from money whose use is controlled by law or donor. Money designated for specific purposes by the district or governing board is not considered restricted.

Basic/unrestricted expenditures, except for general guidelines, is not controlled by law or donor.

For detailed information on school expenditures for all districts in California, see the CDE Current Expense of Education & Per-pupil Spending Web page at <http://www.cde.ca.gov/ds/fd/ec/>. For information on teacher salaries for all districts in California, see the CDE Certificated Salaries & Benefits Web page at <http://www.cde.ca.gov/ds/fd/cs/>. To look up expenditures and salaries for a specific school district, see the Ed-Data Web site at: <http://www.ed-data.org>.

Professional Development (2016-17, 2017-18 and 2018-19)

Please review and complete the information below as needed. This section should include the number of days provided for professional development and continuous professional growth in 2016-17, 2017-18 and 2018-19. Questions that may also be answered include:

- What are the primary/major areas of focus for staff development and specifically how were they selected? For example, were student achievement data used to determine the need for professional development in reading instruction?
- What are the methods by which professional development is delivered (e.g., after school workshops, conference attendance, individual mentoring, etc.)?
- How are teachers supported during implementation (e.g., through in-class coaching, teacher-principal meetings, student performance data reporting, etc.)?

Professional development is a key part of the continuous improvement process for educators. The goal of our quality professional development is to support the learning of teachers and paraprofessionals to positively impact student achievement. Annually, teachers and site administrators participate in professional development in a variety of opportunities. Seventy-five 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 through Principal Networks as well as Leadership Academies.

The District provides professional development opportunities for teachers and administrators that support the implementation of Common Core State Standards in English language arts, mathematics, science, social studies, and the ELA/ELD Framework. Specific professional development initiatives include: Culturally Responsive Practices, Critical Literacy, TK-2 Reading, Supporting Independence and Engagement through Reading and Writing, Math to the Core, Expository Reading and Writing Course, and ELD Foundations. District departments, Center for Teacher Support, grant-funded projects, and the San Juan Teacher's Association sponsor additional training opportunities. Professional development opportunities are voluntary for teachers and are provided throughout the year in a variety of formats: during the school day, after school, on Saturdays, and during summer and vacation breaks. Many teachers and administrators also take advantage of opportunities with Sacramento County Office of Education, California Department of Education, 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 Local Control Accountability Plan. 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 the Common Core State 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 coaches are available at some schools. Additional classroom support is provided to new and struggling

teachers by consulting teachers from the Center for Teacher Support.

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

School Completion and Postsecondary Preparation

**This section applies to schools serving grades 9-12 only.
If your school does not serve grades 9-12, simply skip and leave this section blank.
It will not be included in the full SARC.**

Career Technical Education Programs (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about Career Technical Education (CTE) programs at your school including:

- Programs and classes offered that are specifically focused on career preparation and or preparation for work
- How these programs and classes are integrated with academic courses and how they support academic achievement
- How the school addresses the needs of all students in career preparation and/or preparation for work, including needs unique to defined special populations of students
- The measurable outcomes of these programs and classes, and how they are evaluated
- State the primary representative of the district's CTE advisory committee and the industries represented on the committee

As this template is thoroughly reviewed each year, please note that the year listed, 16-17, is correct. This section should be kept to 1-2 paragraphs.

Career Technical Education Participation (School Year 2017-18)

Please review and complete the information below as needed. This section should include information about the level of participation in Career Technical Education (CTE) programs at your school. Numbers populated were carried over from last year’s SARC.

As this template is thoroughly reviewed each year, please note that the year listed, 17-18, is correct.

Measure	CTE Program Participation
Number of pupils participating in CTE	
% of pupils completing a CTE program and earning a high school diploma The unduplicated count of pupils that completed one or more CTE programs and graduated ÷ the total number of pupils (grades nine through 12) that completed a CTE program	
% of CTE courses sequenced/articulated between the school/institutions of postsecondary education The number of CTE courses that are sequenced or articulated ÷ total number of CTE courses offered at the school	